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ABSTRACT

These conference papers examine the impact of the school reform movement in the United States on the recruitment and retention of minority teachers. The conference papers provide an insight into how school reform has been implemented around the country and suggest ways to take advantage of the opportunities provided by the reform movement for greater minority participation. They also show advancement in ways the problem is now being approached; for example, programs are more coordinated; there is more national awareness of the problem; and greater participation exists between cultural, ethnic, and racial minorities and the majority groups. The document is organized into six chapters: (1) Keynote Address; (2) A Response to the Shortage of Minority Teachers; (3) School Reform; (4) University Based Programs; (5) Perspectives on Recruitment and Retention; and (6) Future Directions. Thirty-six papers and a list of conference participants are included. (LL)

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Recruitment and Retention of Minorities in Education:

"The Impact of Nationwide School Reform on the Recruitment and Retention of Minorities"

Proceedings of the Fifth National Conference

January 13-15, 1991

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Center for Professional Development
College of Education
University of Kentucky
Lexington, Kentucky
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Welcome

Ernest J. "Pete" Middleton, University of Kentucky

Good afternoon. Welcome to Lexington, Kentucky and the Fifth Annual Conference on the Recruitment and Retention of Minorities in Education. Today, as we initiate the deliberations of this conference, this nation and the rest of the world have been engulfed by the threat of war in the Persian Gulf.

We are here for the next two and a half days to address an educational issue that may not be as physically violent as a shooting war, but in loss of human capital and human potential, it is equally as devastating.

I am told that after the Battle of Trafalgar in 1805, the Lord Mayor's annual dinner was held in London. during the festivities, William Pitt was toasted as the "Savior of Europe." Pitt's reply to the toast was, "I return you many thanks for the honor you have don me. But Europe is not to be saved by any single man. England has saved herself by her exertion and will, I trust save Europe by her example."

With this thought in mind, I can say to you that the example that we are setting here today, your institutions and your organizations , will play a vital role in extricating this nation from the horns of its present dilemma as it relates to minorities in higher education, and especially teacher education.

Roy P. Peterson, Kentucky Council on Higher Education

Welcome to the Fifth Conference on the Recruitment and Retention of Minorities in Teacher Education. Kentucky, our universities, and Lexington are pleased that you have decided to join us in deliberations about this most serious of concerns. Our state, like most others, is caught within a downward spiral: few minority teachers, increasing number of minority elementary and secondary students, and a less than adequate pool of minority college students who are interested in pursuing teaching as a career. We have been informed that 2.3% of Kentucky's teacher work force is minority teachers and approximately 540 minority teacher aids are available. Approximately 64 minorities over the past two years have been identified in our colleges/universities as enrolled in teacher education programs.

Compare those numbers to 631,000 public elementary and secondary students, 11% of whom are minority, and our concerns are obvious. If we are to educate future generations of students who are comfortable within a culturally diverse society, then we must develop and implement new methods to recruit, retain, and graduate more minorities from our teacher education programs.

Nearly 20 years ago Alan Piffer went to South Africa and with great courage indicated that no nation is so endowed with talent that it can afford to not recognize and utilize all its available resources. Not heeding his advice has contributed to the ethos that is today's South Africa.

If we are to avoid a similar condition in America, which we are rapidly approaching, we must heed the lessons of South Africa and work mightily to educate all our raw talent and resources. We can assist each other immeasurably, and the Council on Higher Education is prepared to learn more about what works, how much it may cost, and how to implement those activities in Kentucky. Welcome to what promises to be an excellent conference with the potential to benefit not only Kentucky but also the nation.

Forward

Emanuel J. Mason, University of Kentucky

This fifth edition of the Proceedings of the National Conference on Minority Recruitment and Retention represents a milestone of sorts. The first conference held in March 1987 explored the problem. In a series of work groups, theories, data, and ideas were presented and discussed. It was clear that as the numbers of minority children present in the schools was increasing, the numbers of minority teachers who could serve as role models for these children was decreasing. To the credit of the participants in that first conference, there was little hand-wringing over the situation. Constructive ideas suggestions and analyses were converted into a systems model for recruitment and retention of minorities in teacher preparation programs. This model was presented in the proceedings of the first conference and provided the theme of the second conference one year later (Middleton, Mason, Stilwell, Parker, 1987; 1989). Part of the model emphasized the importance of collaboration between university training programs, education agencies, local business and community groups in attracting minorities to teaching careers. Collaboration then became the theme of the third conference held in Lexington in 1989. By 1990 much activity in minority recruitment for teaching and other professional careers was occurring across the country. In response to this activity, the theme of the fourth conference became "Programs that work." For the fifth conference in 1991, and the present proceedings, school reform provided a theme.

The school reform movement in the United States presents a new opportunity to build equity and cultural pluralism into our schools. No entrenched tradition seems sacred as the nation goes about revamping its schools. Testing, teacher training, the roles of parent groups, school finance, teacher preparation, certification and continuing education, the curriculum,

school management and structure, and decision making affecting all aspects of schools are all part of school reform. In response to this, the theme of the present volume "The impact of nationwide school reform on the recruitment and retention of minorities in education," is timely. While the schools are being redesigned to eliminate various problems, they should be encouraged to deal with making the educational experience and the opportunities it affords available to all children in this country.

The papers that follow were all presented at the fifth annual conference in 1991. They provide insight into how school reform has been implemented around the country. But more important, they suggest ways to take advantage of the opportunities provided by the reform movement for greater minority participation. In addition, they show advancement in the way the problem is now being approached. Programs are more coordinated. There is more national awareness, and greater participation by cultural, ethnic, and racial minorities and the majority groups. We have begun to realize, it appears, that the problem of declining minority group participation in American society is everyone's problem. Although this is progress, it is not fulfillment. We look forward to future conferences and the efforts they reveal, as we attempt to encourage movement and chart progress.

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Chapter 1

Keynote Addresses

Cultural Differences: Preparing Students for the 21st Century

Huel D. Perkins, Louisiana State University

"Education is the greatest gift that one can give to oneself." (Thomas Jefferson).

I have recently come from a visit to Charlottesville, Virginia, where I had the privilege of touring Monticello the home of Thomas Jefferson. The young lady who served as our guide was extremely knowledgeable about Mr. Jefferson and interspersed her presentation with a number of quotations from his writings. The one that stood out in my thinking is the one concerning education.

I can think of no more important a commitment that each of us gathered here tonight can make than to somehow have minorities come to understand how important education is in their lives and how necessary it is to having them become useful and productive citizens in this country. Somewhere along the line minorities have lost respect for education. We must work together to restore its importance among those who no longer regard it as such.

How important is education? Let me share with you a favorite quotation of mine that has become my credo. It comes from a novel entitled The Fountainhead by Ayn Rand:

> Man comes to earth unarmed except for his mind. His brain is his only weapon. Man has not great strength of muscle--no fangs, no horns. He must either plant food or hunt it. To plant food a process of thought is needed. To hunt food one must make weapons and thereby a process of thought is required. From the simplest necessity to the highest religious abstraction' from the wheel to the skyscraper--everything that we are or hope to become is the process of our reasoning mind.

America comes in all colors and tints and hues. It also comes in all kinds of beliefs and sects and religions. But that is what America is all about. That is what makes America, America. That is the basis of the founding of this great country of ours: freedom of speech, freedom of religion, just plain freedom to be.

Why has this country been so reluctant to remove the blinders that would allow people to see each other as people and not as black people, red people, yellow people, brown people, white people? One reason is that color is a fact. It cannot be changed and, thus, it becomes easier to discriminate on that basis.

I never think of color without thinking of something I came across some few years ago. It had to do with the Jewish interpretation of the Bible. One Jewish scholar wrote that God could have created plants that would grow loaves of bread. Instead, he created plants that grew wheat that could be baked into bread thus, allowing us to become a part of Creation. I translate that into race and ethnic relations: God, in his wisdom, could have created all of us the same color, the same religion, the same height, the same weight, the same size. But he chose otherwise. There must have been a reason. There must have been some divine plan why God chose to give us "cultural diversity." I think the same reason remains: so that we, as his creatures, can become a part of Creation. So that we could fashion a universe based upon diversity rather than monotonous sameness.

This was, it seems to me, that Martin Luther King, Jr.'s mission on this earth was all about: having persons respect differences among us without being denigrated, despised and hated because you were different from someone else. Did he not say that, "I just wanted to love somebody--hate is too great a burden to bear?" Did he not say that, "If you have invited me here to tell you to hate the white man--you have the wrong speaker?" Did he not say that, "A man or woman should be judged by the content of his character and not the color of his skin?" Did he not say that, "Injustice anywhere is a threat to justice everywhere? We must never forget that Martin Luther King, Jr. was an educated leader, not one who flew by night. He held a Bachelor's degree from Morehouse College in Atlanta, Georgia, a Bachelor's degree from the Crozier Theological Seminary, and Ph.d from Boston University.

Well, today the United States has the world's fourth largest Spanish-speaking population; some six percent or 15 million persons. The Asian-American population is also growing and is now placed at four percent or six million persons. The black population is stable at ten percent or 26 million persons. These groups represent different cultures, different ways of looking at the world. The schools of the 21st century must be prepared to teach them. The schools must be prepared to teach them, for education continues to be the one great hope of upward mobility in this country. Education holds out the promise of developing skills and capacities which will make productive citizens of all of our people. All of our people. We have nothing to fear about new faces, new colors of skin, new accents as long as we educate them, give them a sense of self-worth, and place them in positions to earn decent livings for themselves and their families. We all know that the largest group of families in public schools are blacks and browns. This is the population with which the system has been least successful. But, we cannot give up on these youngsters because they are different, because they bring to the classroom a different vision of looking at life.

Where do we start to make cultural diversity a reality among us? We must first start with ourselves, our own consciousness. Are we ourselves free of cultural biases, free of prejudices and, free of racism?

What is racism? Racism, (according to Perkins) is any act, thought, action, idea, attitude, or decision which is based solely on one's race or ethnic origin.

Race is an accident of birth. Racism is silly. Who among us decided that he would be born white, black, Caucasian, Hispanic, African American, Japanese, Chinese, Lithuanian or whatever? These were not our decisions to make. One should not be held accountable for a decision in which he had absolutely no input.

How do we prepare our students for the cultural differences that they are certain to encounter as we move into the 21st century? To begin with, we must be aware of the changes that are taking place in demography. It is predicted that by the year 2000 emerging groups will outnumber those with European origins in America. This may be difficult to accept for some (I was recently at a conference at the University of Texas at El Paso where the president told us of the trauma experienced when UTEP became a minority institution as opposed to a majority one, the Hispanics had outnumbered the Anglos in enrollment.)

According to a favorite author of mine, Ayn Rand, racism is the lowest, most crude form of collectivism. It is the notion of ascribing moral, social or political significance to a man's lineage; the notion that a man's intellect and character traits are produced and transmitted by his internal body chemistry, which means, in practice, that a man is to be judged, not by his own character and actions, but by the actions of a collection of ancestors.

We must refrain from stereotyping, which is the assigning to all members of a group traits that might be observed in a single member.

We must make certain we are free of prejudices and bigotry ourselves. We must make certain we accept cultural differences before we try to get others to follow in this direction.

We must all work to accept men and women for their own individual worth, their character and their intelligence, and not such variables as their color, their looks, their dress, their religious conviction.

We must all become advocates for the eradication of racism wherever we find it. Racism is un-American. Racism is silly. Racism can destroy us. You cannot hate another person simply because he is of another color and not have it do something to your own system.

We must become concerned about the lack of role models which our different cultures are producing. We cannot expect to address this problem of cultural diversity until we are able to get before students teachers who themselves come from diverse backgrounds. This will not be easy but it must be a part of the preparation of our students for the 21st century.

Let me cite some facts that bear on this problem:

- The Superintendent of the State of Michigan once told a group that there were only 11 black males teaching in the entire state between the ages of 21 and 26. This means that students can go through the entire K through 12 experience and never encounter a black male teacher.
- Due to the lack of interest in math and science by Americans, most graduate schools have had to resort to graduate teaching assistants from other countries, many who have problems with the language.

- Forty percent of poor Americans are children and 24 percent of all American children live below the poverty level.

We must work to change attitudes toward public schools. To say that they are poor and then do nothing to change them is courting disaster. For Thomas Jefferson has so aptly written: "If a nation expects to be both ignorant and free in a state of civilization, it expects what never was and never will be."

We must reduce the dropout rate in our schools. The college-going population among minorities in our state must be increased. We must make education attractive again for both students and teachers.

- Nearly 60 percent of children born in 1983 will live with only one parent before age 18. Ninety percent will live with female-headed families; and most of these families will earn less than $10,000.
- One out of every four students presently enrolled in high school will not finish.
- Unwed teenage mothers are the fastest growing population in the United States. We now have homes where the grandmother is 31 years of age.
- Figures tell us that there are over 650,000 black males in our nation's prisons. There are less than 350,000 black males in our colleges and universities. The number of black males attending college has declined at every level.
- Blacks received fewer bachelor and master degrees in 1986 than in 1976. Other minorities made gains at both levels.

Different racial groups in this country will not be equal until they have had the advantage of an equal education. It becomes incumbent upon each and every one of us to see that quality education is provided to every citizen of this state.

We must work to reward good teachers so that they will remain in the system and thus provide the variety of role models which will in turn inspire our students. We must work to change attitudes toward public schools. To say that they are poor and then do nothing to change them is courting disaster.

We must reduce the dropout rate in our schools. The college-going population among minorities in our state must be increased. We must make education attractive again for both students and teachers.

We must keep before our students the fact that the face of the world is changing and that it will never be the same again. Today, black and white children, yellow and brown children must go to school together and we must provide the climate which will allow this kind of diversity to succeed. We have to work at it.

I close with two quotations by two of my favorite authors. This first is by W.E.B. DuBois, a black sociologist, whose most famous work is The Souls of Black Folk written in 1903. He wrote:

> And herein lies the tragedy of the age. Not that men are poor--all men know something of poverty. Not that men are wicked--who is good? Not that men are ignorant--what is truth? Nay, that men know so little of men.

We must come to know each other as human beings despite our differences of racial origins or religious beliefs or our civilization will remain a tragedy.

The second quotation is from James Baldwin. He writes in The Fire Next Time:

> Everything now, we must assume is now in our hands: We have no right to assume otherwise. If we--and I mean the relatively conscious blacks, who must like levers, insist on or create the consciousness of the others, do not falter in our duty now, we may be able to, handful that we are, end this racial nightmare and achieve our country, and change the story of the world. If we do not now dare everything, the fulfillment of that prophecy recreated from the Bible in song by a slave, is upon us: ***God gave Noah the Rainbow Sign, no more water, the fire next time.***

Thank you.

Notes on the Impact of Nationwide School Reform on the Recruitment and Retention of Minorities

Charles H. Karelis, Fund for the Improvement of Postsecondary Education

I am grateful to have been invited to speak at this conference on the Impact of Nationwide School Reform on the Recruitment and Retention of Minorities. Given the impressive roster of expert speakers, I look forward to studying the proceedings. My own remarks will necessarily have a limited focus: how does this issue look from a federal agency that's miles removed from the front lines but that does afford us a sort of national perspective in compensation for this distance?

But before I get to that, let me start with a little background on my agency itself. FIPSE stands for The Fund for the Improvement of Postsecondary Education, which has the largest name and the smallest budget of any federal agency. FIPSE's twin goals from the beginning have been quality and accessibility of postsecondary education. Its operating principles are to give small venture capital grants in support of innovative, campus-based action projects. The budget for next year is about $15 million. About 70 or 80 of the 2,034 applicants who sent us 5 page concept papers in October will receive grants for 1 - 3 years averaging $75,000.

Now, to the topic of the conference and how it looks form where I sit. First of all, I have to say that there is strong empirical evidence that the "nationwide school reform movement," so called, which most people date from the early 1980s and the publication of A Nation at Risk, has had little impact of any kind on anything. This is the clear message of the recently published 20 year review of the National Assessment of Education Progress, or NAEP, which showed essentially flat trend lines in student learning at all ages in all subjects over the 2 decades. About the best thing you can say for the reform movement so far is that things might have gotten worse without it. But, that's not much of a reason to celebrate. Paradoxically, most of the public believes that things are improving We have what psychologists might term a national denial problem with regard to our school crisis. Observers who focus on the learning outcomes for minority children are alarmed, but the general public goes blithely on as if nothing were wrong. In this case, being alarmed is not alarmism, but entirely appropriate. One ray of hope is that the high school graduation rates of black students are closer to those of majority students than they were a decade ago - from all 62% to 72%. At the same time, the percentage of Blacks in college actually declined, due to a large fall off in the percentage of black males enrolled. Even more alarming, there appears to be an enormous fall-off in the rate at which blacks complete doctoral work. Thus according to ACE statistics, the number of Ph.D.'s awarded to blacks fell by more than one fourth between 1982 and 1987. Where are the next Pete Middletons coming from?

So far, then, I don't think that the school reform movement has had much effect, and hence not much effect on the recruitment and retention of

minorities. Now you can't say - as some people worried - that the reform movement has actually hurt minorities by imposing inflexible standards, because, again, minorities are graduating at a higher rate. But there has not been a positive effect that shows up in later stages of education, or , for that matter, on the objective tests given by NAEP.

What about the other way around ? Could better recruitment and retention of minorities at the college level help the schools do better? and here I think it's obviously ,"Yes" The schools would profit from that because there would be more minority school teachers, more parents of minority school children would themselves by highly educated, and there would be more minorities in college teaching. Additionally more of those who train school teachers would be minorities, which would produce a positive feedback in recruitment and retention at the undergraduate level. So, the potential benefit for the schools is one more reason to want to increase minority recruitment and retention in college; if one more reason were needed.

So how is this going to be done? How can minority recruitment and retention be improved? Let me focus on one small lever that I just mentioned: increasing the number of minorities going into college teaching. At the risk of being accused of optimism, I think there will be some improvement in that over the next few years, even if we do nothing. That's because there's about to be a big scarcity of college teachers nationally and that shortage is bound to drive up academic salaries, making careers in college teaching more competitive with law and medicine for able but poorer students of all races. Let me spell this out for a minute. Predictions are that by 1995, there will be five academic jobs for every candidate, due to several factors: (1) the "echo baby boom" will mean more college students to be taught; (2) there will be massive retirements of people who went into college teaching in the 1960s. If these shortages materialize, faculty salaries will probably go way up. And that may mean that the talented black or Hispanic science student is more likely to feel he or she can afford to go into pure science rather than medicine and still pay off those college loans. But, we can't afford to wait for this phenomenon to materialize, particularly because the Ph.D. pipeline has historically been so slow to respond to market forces. For that reason, FIPSE has been supporting things like the Medical Scholars Program at UCSF, which involved lots and lots of minority medical students in academic careers. Similarly, FIPSE is now supporting the so-called Honors Access Program at University of California Riverside, which will open to minority the honors program that has traditionally been the breeding ground for future faculty. The program has several components: a recruitment component that reaches out to schools and community colleges with a high proportion of minorities; a parallel summer and term-time activities scheduled to coordinate with honors program activities; and opportunities to do research work with their thesis supervisors.

I think another important piece of the retention picture, if not the recruitment picture, is creating helpful learning environments for minority

students which begins with reducing racial and ethnic insensitivity and misunderstanding. FIPSE has supported the production of videotapes for faculty discussion at UT-Knoxville, dramatizing a number of these issues. Moreover we're hoping to give some planning grants for other new approaches this year. But there's a lot more to the notion of a helpful learning environment, of course, than that. David Riesman and other students of the minority experience at residential colleges have argued that these students may perform below their ability because their campus subcultures are dominated by the least academically serious students. Uri Triesman at Berkeley, helped minority students succeed in notoriously perilous calculus courses by creating study gangs on the oriental model, basically affinity groups anchored in and cooperating around a common course. This past week yet another version of this was advocated up at the AAC meeting in D.C., which unveiled a FIPSE supported report called: Connected Learning. The authors urged that the major department see itself as a "home" or culture. Here, in effect, we have this same hypothesis about collaborative learning and grounding affinity groups in academic activities as in Triesman's work, but now the group is not defined by race at all, and the academic anchor is not the course but the major.

Chapter 2

A Response to the Shortage of African-American and Minority Teachers

Ferguson B. Meadows, Jr., Leo W. Anglin, Lyle Barton, Awilda Hamilton, Nancy Padak, and Gary Padak, Kent State University

There are a number of reports that focus on the issue of the drastic shortage of black and other teachers from traditionally underrepresented groups. In One-Third of a Nation (1988), the American Council on Education (ACE) and the Education Commission of the States estimate that by the year 2000, 42% of all public school students will be members of minority groups. While this increase in the number of minority students is occurring the number of minority teachers is experiencing a continuing decline. In a 1988 unpublished report entitled "The Effects of Competency Testing on the Supply of Minority Teachers", G. Pritchey Smith estimates that 38,000 minority candidates have been lost from the teaching profession in the last several years due to their failure to pass competency tests. Other reports have indicated that during the past decade some 50,000 black teachers have left the profession.

In A Profile of Teachers in the United States, Feistritzer (1986), states that public school enrollment is projected to be one-third minority by the year 2000. Other data that support this growing crisis follows:

1. Of our largest 25 cities, 23 currently report that the majority of students are from minority populations (Graham, 1987);
2. Urban universities certify less than 10% of the nations newly certified teachers (Haberman, 1987);
3. A smaller percentage of minority students are selecting education careers (Haberman, 1987) (For example, in the state of Ohio approximately 57% of black students entering college choose business as their first choice of a major. Less than 7% choose education.); and
4. It is projected that in the year 2020, the minority birthrate is expected to exceed the birthrate of this country's white, Anglo-Saxon majority (Hodgkinson, 1985).

As mentioned earlier, mandated competency tests are another barrier to the recruitment and retention of black teachers into the profession. A study was commissioned by the Chief State School Officers and National Education Association which included 79% of the 46 states requiring prospective and/or practicing teachers to pass some form of competency test. Typical first-time passing rates on the tests were as follows: 15% to 50% for Blacks, 39% to 65% for Hispanics, and 71% to 98% for whites (Farrell, 1990). If this trend continues, fewer than 5% of the teachers in the nation's schools will be African-American.

Historical Perspective

Although currently considerable attention is being paid to the scarcity of black teachers in the nations' schools, this is not a new phenomena. One only need look at the negative impact (for blacks) of the 1954 Supreme Court decision of Brown vs. the Topeka Board of Education. While being hailed as a landmark decision there were considerable negative results for black teachers and administrators.

Ethridge (1985) reported that between 1954 and 1970, 31,584 black teachers and administrators lost their jobs in the 17 border states that were previously segregated. When schools were closed, black teachers and administrators were placed in new jobs with little attention being paid to their years of service, training, and teaching abilities. Many teachers faced real hardships as they assumed positions in desegregated settings.

One other barrier to the recruitment and retention of blacks into teacher education is the test score required to enter the nations colleges, universities and teacher education programs. Colleges and universities continue to use SAT/ACT scores as criteria for admission. Additionally, teacher education programs, in their zeal to change their image and to recruit the best and brightest are also increasing criteria for admission.

Information released by the College Board (Jacobson, 1980) reveals that blacks as a whole scored a cumulative average of 199 points lower than whites on the verbal section of the SAT and 134 points lower than whites on the mathematics section. This gap between black/white scores should come as no surprise when one considers the lack of equal educational opportunity available to black students. The American society continues to behave as if equal opportunity is a reality instead of an ideal.

John Thompson offers a perspective when he stated: "In order to measure anything by a standard, the standard must apply to the learning process. We don't have a standardized society, or standardized opportunities for people to get an education"...therefore, standardized tests are inappropriate. In support of this position is a report by the College Examination Entrance Board (1985) that outlined a number of indicators that suggest that black students, on the average, receive educational programs that differ in kind and content from those of white students. These differences in the substance of education have grave implications for educational achievement and later education and career choices. Some examples include:

1. Black students are disproportionately more likely to be enrolled in special education programs and less likely to be enrolled in programs for the gifted and talented;
2. At the high school level, blacks are overrepresented in vocational programs and underrepresented in academic programs;
3. In addition, black students enrolled in vocational education programs are enrolled earlier and more extensively in programs training for low status occupations than are white students;

4. Among college-bound seniors in 1981, most black students had taken fewer years of coursework in mathematics, physical sciences, and social studies than their white counterparts; and
5. Students in low-income and predominantly minority schools have less access to microcomputers and teachers trained in the use of computers.

All of the aforementioned concerns mitigate black students entering higher education in general and specifically teacher education programs.

The declining availability of black and other minority teachers is severely jeopardizing efforts to improve urban school districts. Projected decreases in the number of black teachers through retirement and other natural attrition during the next five years, coupled with a drastic drop in the number of entry level minority applicants, will enlarge the already inadequate ratio of minority teachers to minority pupils in many urban districts (Loehr, 1988, p. 32).

While it is important to have minority teachers available to work in urban districts, it is just as important to have minority teachers available to work in rural and suburban districts. The absence of minority teachers in these districts gives a false impression to majority students relative to the reality of a pluralistic society.

There have been a number of reports that speak to the importance of attracting well qualified, talented, and able individuals to the teaching profession. Two recent reports, "Tomorrow's Teachers" by the Holmes Group Consortium and "A Nation Prepared: Teachers for the 21st Century," by the Carnegie Forum on Education and Economy, speak to the important role that teachers play in the U. S. Patricia A. Graham (1987) writing in the Phi Delta Kappan states, "If the general demand for able, well-prepared, compassionate teachers is great, then the demand for black teachers with those same qualities is acute." We need such black teachers to help the next generation of blacks prepare themselves for a variety of job choices.

Kent State University's Response

Kent State University, in general, and the College of Education specifically, have made a commitment to increasing the number of students from traditionally underrepresented populations. At Kent State University the primary emphasis has been on increasing the number of African-American students who enroll and graduate.

In the fall of 1986, the College of Education faculty adopted three priorities to receive special emphasis:

1. Preparing professionals to view education from a global/international/multicultural perspective, and to become highly skilled in working with individuals of diverse characteristics, abilities, and cultures to achieve full development of their potential as contributing members of their societies;
2. Preparing educators to promote wellness and employability through professional work in schools and community agencies with individual groups and families; and

3. Providing leadership in the development of the knowledge base necessary to improve educational practice in schools and community agencies.

Inherent in the first emphasis/priority is a commitment to the recruitment, retention, and graduation of people of color. The remainder of this paper will elaborate on two projects that have as their focus the recruitment and retention of traditionally underrepresented students into teacher preparation programs. One program has as its focus the recruitment of students from a local community college, while the other approach involves early intervention in terms of working with students in their junior year in high school.

The Community College Approach

Kent State University, a member of the Holmes Group, supports large comprehensive undergraduate and graduate programs. Over the past three years plans have been implemented to downsize the undergraduate education program and increase enrollment in graduate programs. The downsizing is occurring as a result of increasing admission standards. The positive result of this policy change has been an observed increase in the capabilities of the student body. We have also experienced a decrease in the number of minority students that major in education. A strong institutional commitment to develop capable minority teachers coupled with internal policy and program changes have created an atmosphere that supports innovative programs. Our Cuyahoga Community College teacher recruitment program is just one of several efforts.

Cuyahoga Community College, the largest comprehensive community college in Ohio, serves over 25,000 full- and part-time students from the Greater Cleveland area. Kent State University and Cuyahoga Community College first joined forces in 1983 with a "High Schools for the Future" project. Through these collaborative efforts, a level of trust and admiration developed across personnel at both institutions. In 1984, initial plans were developed for a jointly sponsored faculty development program to be based at one of Cuyahoga Community College's campuses. As a result of initial collaborative projects a formal memorandum of agreement between Kent State University and Cuyahoga Community College was developed and signed by the respective presidents in 1988. The memorandum described six different collaborative projects that will be jointly sponsored by the two institutions including the teacher recruitment component.

Teacher Education Student Recruitment Plan

The agreement allows Kent State University College of Education personnel to recruit outstanding students enrolled in Cuyahoga Community College associate of arts and science degree programs. Criteria used to guide the recruitment process include high achievement, high motivation, maturity, and residence in urban centers. Target students for this teacher

education program tend to be nontraditional, adult students that historically have not chosen teaching as a career.

The memorandum of agreement provided the ground work for three important actions. First, a joint advisory committee was established. This committee is made up of faculty and administrators from both institutions. Communication, cooperative planning, and formative evaluation are the primary responsibilities of this group. Second, the agreement provided an opportunity for College of Education faculty to develop and implement a 2+2, 2+3, and dual enrollment agreements in partnership with the community college personnel. Finally, the agreement provided the foundation necessary to design and staff a community college/university liaison position. This jointly funded position provides ongoing facilitation for the venture. All three of these components have been critical to the planning phase of this project and are expected to continue.

One additional factor is important to note regarding the project's support system. In 1987, Kent State's Dean Joanne Rand Whitmore established the position of Assistant Dean for Recruiting and Student Life. This position is responsible for providing a social and academic support system for College of Education students. It is through this office that ongoing support will be provided by the university for students articulating from the community college to the university.

Current plans will require community college transfer students to be assimilated into regular university coursework. A cohort group will be organized and used only for support services on the university campus. Plans are also being developed to organize Professional Development Schools in large urban school districts. Urban Professional Development Schools will provide an opportunity for the cohort group to complete methods courses and student teaching experiences under the supervision of university professors and master teachers from the area's urban schools.

The University and Community College Plan

The university/community college plan to recruit teacher education students consists of the following features:

1. A formal memorandum of agreement;
2. A University/Community College Liaison Coordinator;
3. 2+2, 2+3, and dual enrollment agreements established;
4. Early identification and recruitment of potential teacher education candidates by university personnel at the community college;
5. Social and academic support provided for community college transfer student cohorts;
6. Assimilation of transfer students into basic university coursework; and,
7. Urban Professional Development Schools provide capstone experience for advanced methods courses and student teaching experience.

The community college environment can expand the pool of potential teacher education students. The large number of minority students, a strong developmental curriculum, and an atmosphere that is supportive of

collaborative programs with universities provide the necessary ingredients for success. Community college students who have the potential for teaching typically do not identify themselves. Early participation of a teacher education institution's faculty in partnership with the community college's counselors and faculty is critical. Through this partnership, students can be identified and advised about teaching careers and appropriate coursework. Once identified, the students transfer to the university, and it is imperative that support systems be continued to offset social and academic problems. Finally, actual teaching experience under the supervision of professors and master mentor teachers in an urban school environment should provide the capstone academic experience for these students.

The next approach that we would like to speak to is related to a project funded by the Department of Education (Secretary's Fund for Innovation in Education). The focus of this project is on the recruitment of traditionally underrepresented students into teacher preparation during their junior year in high school. This program consists of five major components: retrospective research; Saturday supplemental instruction; mentor teachers; in-school tutoring; and first-year college support.

Four aspects of the project could be considered innovative: (1) retrospective research; (2) the Saturday supplemental instruction program, which is designed to foster integrated development in reading, writing, mathematics, and study skills using content related to the teaching profession; (3) practicing mentor teachers to support students socialization into the profession; and (4) support (financially and academically) during the transition from high school to college.

Retrospective Research

Two forms of retrospective needs assessment are currently being conducted. One approach involves an analysis of the progress of traditionally underrepresented students at Kent State University during the past five years using the existing institutional data base. A second form of needs assessment involves a survey of African-Americans and other minority teachers in the Northeastern Ohio area. The survey attempts to elicit responses relative to their satisfaction with the programs and services available to them as they were going through their teacher training program. Results of the survey are being used to shape other aspects of the project.

Mentor Teachers

The mentor teacher component was designed as a support to the professional socialization process by providing role models who would share professional knowledge and develop personal relationships with the project students. As part of this process, students visit mentor teacher classrooms, teachers will visit students' schools, and plan a number of out-of-the-classroom activities in order to enhance the personal and professional relationship. Students and mentor teachers are involved in a number of activities that enable students to see the real world of teaching. Both groups

meet several times a year on campus to share experiences and give feedback to the project staff.

Saturday Supplemental Program

The Saturday supplemental program meets on campus in the College of Education for ten weeks each semester. The day is divided into two components: basic skills and counseling college readiness. The basic skills component consists of integrated curriculum units focusing on broad issues related to teaching: How do children learn? What does it mean to be a teacher? What do teachers do? How do schools operate? What will education be like in the future?

The activities developed for the unit reflect a curriculum framework that emphasizes the social nature of learning, the interrelatedness of basic skills, the need for students to be actively involved as learners, and the notion of shared responsibility for learning.

The counseling component assists students in a number of areas to include: decision making, values as they relate to careers, selection of a major field within education, the transition from high school to college, financial aid, and ACT/SAT preparation.

In addition to the aforementioned activities, students meet in small groups to discuss a variety of personal issues that they do not have the opportunity to discuss or work on in school.

In-School Tutoring

In-school tutoring supplements high school instruction in the core college preparatory courses. Tutoring is offered at each of the target high schools four days a week. Tutors are KSU teacher education students committed to urban education. High school teachers assist tutors in planning tutoring experiences.

First Year College Support

Ongoing support will be provided project participants as they make the transition from high school to college. Support will include:

1. Special advising and orientation programs;
2. Access to the KSU Learning Development Program (if required);
3. Individualized tutoring;
4. Continued interaction with mentor teachers; and,
5. Weekly meetings as a cohort group with project staff and College of Education faculty to promote the involvement necessary for college success.

Summary

We have discussed two approaches for increasing the number of traditionally underrepresented students who enter the teaching profession. Although these two approaches might be considered a small step to increasing the number of traditionally underrepresented students in the

education arena, this approach might well deliver long term benefits not only in terms of numbers, but also in terms of quality and commitment to education. We see the students involved in these projects as not only becoming teachers, but leaders in the profession who will someday become the role models and mentors for others.

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The Teaching Leadership Consortium of Ohio

The Teaching Leadership Consortium developed as a collaborative effort between five universities in Ohio to increase the number and strengthen the preparation of minority teachers in teacher education. Funded by the Ford Foundation and the Cleveland Foundation, the Consortium began in 1989. The collaborating institutions and organizations are: Cleveland State University, Kent State University, University of Cincinnati, Ohio State University, Ohio University, Ford Foundation, Cleveland Foundation, and the Ohio Board of Regents. Ohio is one of six states in the nation targeted for participation in this Ford Foundation project, and it is the only northern state participating to date.

The purpose of TLC-Ohio is to increase substantially the number of minority students recruited to, prepared for and retained in teaching, and to strengthen the way in which all teachers will be prepared for the leadership roles of the future. TLC-Ohio is a membership consortium which began with five universities at its core, and will expand over time as other colleges and universities demonstrate assurances that they meet the qualifications of TLC-Ohio membership. While the TLC-Ohio project has not had a formal structure to date, incorporation papers and an organizational structure are being developed to facilitate a free-standing entity.

In its early discussion, the consortium decided that each institution should address at least one aspect of the "pipe-line"issue in the recruitment of minority students into teacher education. To date, Cleveland State University has been awarded funding from the Ford Foundation for a program which draws non-traditional students who work as teacher aides in the Cleveland Public Schools into the teacher education program. Kent State University has received funding for a program which brings community college transfer students into their baccalaureate teacher preparation program. The University of Cincinnati and Ohio University are both actively working with and developing career paths for middle-school and high-school students into teacher education programs for urban and rural youths respectively. The Ohio State University is developing graduate and professional preparation for baccalaureate graduates and teacher in-service programs. Each of these five pilot programs, addressing different aspects of the "pipe-line", will provide learning laboratories and models for other institutions to emulate.

As the models are implemented and information is forthcoming regarding their progress, more Ohio postsecondary educational institutions will be invited to join the consortium. These institutions must agree to the goals of TLC and be committed to experimenting with curricula and the preparation of teachers as leaders. It is envisioned that the consortium will be an ongoing endeavor and attract other projects and additional programs which will positively impact upon, and substantially alter, how teacher leaders are prepared.

The Consortium will provide the opportunity for the exploration of new directions in teacher education as well as piloting strategies for increasing the

number and strengthening the preparation of minority teachers. It is expected that most forward-looking teacher preparation institutions in the state will become members of TLC-Ohio.

Future Educator Institute

Alfred Ciani, Project Director, University of Cincinnati

The University of Cincinnati (UC) has enjoyed a collaborative relationship with Future Educator Clubs in six school districts from within the metropolitan area of southwestern Ohio for the last three years. Within the Teaching Leadership Consortium-Ohio Scholars project funded by the Ford Foundation, UC will provide assistance for the development, research, and service with middle and high school club organizations. In addition, we will identify, recruit and provide special enhancements to our students beginning with the freshmen class, 1991-1992 and continue during entire undergraduate and induction year experience. This is a minimum of 6 years. The Ford Foundation will also provide financial aid up to $5,000 per student per year and if the student teaches either in an urban or rural school district, Ford will forgive the entire financial aid loan.

In this endeavor, since 1987, the university has provided local school districts with a two-phased program which coordinates activities of Future Educator Clubs at high schools and middle schools.

Phase I of the program takes place during the summer. Professional staff, including university professors and school teachers, collaboratively plan a math and science curriculum for working with students during one week in the summer.

Curriculum involves student participation in an awareness program of chemicals and their effect on the environment, as well as developing a sense of social responsibility towards controlling pollution in their own environment. Students are taken on a field trip to collect and identify organisms in ponds and streams. They then take samples back to chemistry labs on campus where they are assisted in preparing group reports about their findings.

Phase II of the program takes place over the regular academic year. Units of study are prepared and sent to Future Educator Club advisors so they may continue working with middle and high school club members. Funding is also provided for enabling students to make return visits to the university. Arrangements have been made in the past which allow club members to interact and discuss teaching possibilities with undergraduate education majors during special methods course meeting times.

This two-phase program allows for:

1. The establishment of an ongoing relationship with school district personnel and teacher organizations to generate interest and support in increasing the pool of young people interested in becoming teachers;
2. The establishment of ongoing relationships with leadership groups in minority communities to generate interest and support in increasing the pool of minority teachers.
3. Cooperation with school district personnel to encourage young people to prepare for teaching careers;
4. An attempt to ensure that young people aspiring to be teachers are exposed to the best teacher role models in the schools; and
5. Campus-based programs for middle and high school students to foster positive attitudes toward teaching as a career option, as well as, participate in our summer program which will enhance additional academic abilities.

Cuyahoga Community College/Kent State University Teaching Leadership Consortium Project

Leo Anglin, Project Director, Kent State University and
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It is now a well-known reality that we, in America, face a serious shortage of minority teachers. This reality becomes even more critical in light of the fact that the minority population under the age of 18 in the U.S. has risen from 15 percent in the 1950s to 36 percent today, and is climbing.

Today, fewer than seven percent of teachers are African-American, and that number is expected to fall to under five percent in the next five years. Similarly, there is a growing Hispanic population with a representation of less than two percent in the teaching ranks.

On the local level, the number of minority students enrolled and those graduating from Kent State University's College of Education reflects the national statistics. In response to the critical need to increase the percentage of minority teachers, Kent State University and Cuyahoga Community College have joined ranks with the Ford Foundation to impact the shortage of teachers from under-represented groups.

It is a known fact that two-year community colleges serve many educational roles in their local communities. One traditional purpose has been to provide opportunities for students to complete the lower division program of liberal arts and sciences, and then transfer to a four-year college or university to complete the remainder of a baccalaureate degree program.

The community college environment can expand the pool of potential teacher education students. The large number of minority students, a strong

developmental curriculum, and an atmosphere that is supportive of collaborative programs with universities provide the necessary ingredients for success. Community college students who have the potential for teaching typically do not identify themselves. Early participation of a teacher education institution's faculty in partnership with the community college's counselors and faculty is critical. Through this partnership students can be identified and advised about teaching careers and appropriate coursework. Once identified students transfer to the university, it is imperative that support systems be continued to offset social and academic problems. Finally, actual teaching experience under the supervision of professors and master mentor teachers in an urban school environment should provide the capstone academic experience for these students. Fundamentally, this describes the program framework for the Cuyahoga Community College and Kent State University Teaching Leadership Consortium Project.

Program Description

The Ford Foundation support made it possible for faculty and staff from Kent State University and Cuyahoga Community College to initiate a dynamic program in 1990. Interest in this program exceeded our most optimistic projections. Over 120 students from groups underrepresented in the teaching profession made a formal application to the program. Twenty-seven (27) impressive applicants were selected for the program's first year of operation which began in the Fall of 1990. Twelve (12) Cuyahoga Community College students transferred to Kent State in the Fall of 1990 with eight (8) more transferring in January, 1991. The balance of the group will continue coursework at Cuyahoga Community College and prepare for transfer to Kent in the Fall of 1991. An on-going objective is to continue preparing and identifying students at Cuyahoga Community College for this critically important teacher education pipeline.

Program Goals

The CCC/KSU Teaching Leadership Consortium Project goals are as follows:

- To develop a pool of well-qualified candidates from underrepresented groups who will select teaching as a career and complete teacher education programs.
- To develop and foster an undergraduate college curriculum that prepares teachers as liberally educated persons.
- To develop and foster a teacher preparation program which assures that entrants into the teaching profession can adapt to the needs of a culturally diverse student population.
- To retain these teachers in Ohio by creating a supportive network for program graduation.

Implication of Goals

To address the stated goals, project activities have been comprehensive. A working agreement was formalized and a joint executive steering committee was selected from officials of both institutions. The steering committee identified roles and responsibilities for a variety of community college-university personnel and coordinated team planning through subcommittee activities. The steering committee serves as a catalyst to further develop and refine a shared vision for the programs.

The development of a community college-university articulation plan has taken place in terms of curriculum articulation, transfer guides and course equivalencies. Community College counselors and College of Education counselors can now develop an instructional program for any Cuyahoga Community College student transferring into College of Education programs. Counselors have been identified across the three Cuyahoga Community College campuses as TLC Project Counselors. When appropriate, these transfer students are given special support services both academic and social. A plan has been developed through the Office of Student Life in the College of Education to provide on-going counseling. In addition, each student is required to take a two credit TLC seminar for two consecutive semesters. The seminar provides continuity to the students' program, helps establish a cohort identity and support group, and provides special topics instruction on contemporary issues affecting teaching. As students move through the regular academic program, the seminar includes topics such as graduation, interviewing for a job, preparing for the NTE and professionalism in the teaching profession.

The development of a three-year program to support TLC participants after they begin teaching careers is still in the planning stage. It is anticipated that Ford TLC participants will be in the school classroom as well as the graduate classrooms pursuing their master's degree.

Highlights

1. joint agreement between Kent State University and Cuyahoga Community College for the grant was formalized to specify duties and responsibilities for contracted services, facilities, personnel and other direct/indirect expenditures for the project.
2. Project officially began with office space acquired and selected staff hired.
3. Twenty-seven (27) students were selected from a pool of more than 120 candidates. These students were further divided into two "cohort" groups.
4. Articulation meetings established transfer equivalent coursework, transfer credit, articulated curriculum including a sophomore pre-education block of courses designed to be offered at CCC.
5. Student support systems have been established spanning academic, social and financial aid areas.
6. A research/evaluation model has been proposed and initial evaluation data on students collected.

7. Project was selected to be highlighted in AACTE Briefs.
8. Project functioned in a lead role in State TLC meetings to establish financial aid package procedures.
9. A field-school advisory panel is in the process of being organized consisting of area superintendents and other interested constituencies such as OFT, NEOTO, etc.
10. Kent State University initiated a "Minority Initiative Award" scholarship designed for minority students who transfer from a community college to Kent State University.
11. A Cuyahoga Community College Student Education Interest Organization has been formed. An affiliation with other existing CCC student organizations has been established to provide programs, speakers and a mechanism for networking.

Summary

The focus of this project is to demonstrate a working community college/university articulation model designed to select and support candidates from groups under-represented in the teaching profession. In addition to the identification and selection of capable candidates, this project is also addressing other related issues. These include transfer of credits, academic and social support systems, as well as financial aid.

For the first academic year, Cuyahoga Community College-Kent State University Project has accepted twenty (20) "scholars" from over 120 applicants. Those not accepted at this time are encouraged to continue coursework at Cuyahoga Community College and to contact selected CCC counselors having familiarity with the project in order to improve the likelihood of acceptance in the future.

After completing the bachelors degree program and passing the National Teachers Exam (NTE), TLC Scholars will be certified to teach by the Ohio State Department of Education. Agreements are being developed with participating Ohio school districts to facilitate hiring of the graduates. During employment, ongoing professional development support will be provided cooperatively by participating school districts, KSU and the Ford Foundation TLC.

The Teaching Leadership Consortium of Ohio Scholars Program

Nancy K. Klein, Project Director, Cleveland State University

The Teaching Leadership Consortium of Ohio (TLC-Ohio) Scholars Project at Cleveland State University is one of five such programs at state universities in Ohio designed to recruit minorities into the teaching profession and create a network of educational leaders. This initiative was funded by the Ford Foundation. The TLC-Ohio Scholars project in the College of Education at Cleveland State University is designed to recruit non-traditional age students. The location of the university in the heart of a large urban area provides close proximity to a diverse group of individuals who may not have attended four year institutions of higher education immediately following high school. Many of these individuals are employed as instructional aides in the public schools, are employed in low-level jobs, or are receiving public assistance. It is these individuals who comprise the pool from which the nineteen TLC-Ohio Scholars at Cleveland State University were selected.

In order to recruit this diverse, non-traditional TLC student body, the project staff at Cleveland State University involved many community agencies and organizations. Specifically, the staff collaborated with the director of the Fair Works program at the Cuyahoga County Department of Welfare, the director of Cleveland Works, Inc., a publicly supported program designed to move people from welfare to work, several Head Start programs that had active parent groups, and school personnel associated with instructional aides in the Cleveland Public Schools to develop procedures for referring applicants to this program.

A decision had been made by the universities associated with the TLC-Ohio Scholars to accept only those students who would be expected to earn a G.P.A. of at least 2.75. As a result, all programs referring applicants were asked to do preliminary screening prior to their referrals of potential students. There were a total of 55 applicants, of whom 19 were accepted as TLC-Ohio scholars. Of these, 13 are instructional aides (nine are bi-lingual), one was a student at the university, and five who have had little or no previous higher education experience.

Selection was based on data from several sources including: previous G.P.A.s, results from cognitive tests, specifically the Computerized Placement Test from Educational Testing Service, a non-cognitive test instrument (Non-Cognitive Questionnaire by William Sedlacek), interviews with faculty and staff, letters of recommendation, and the writing sample included on the application. All of the instructional aides selected for this first cohort had at least two years of higher education; several had degrees from universities outside the United States. Therefore, it is anticipated that several aides will be certified during the next two to three year period and ready to assume teaching positions in the public schools.

The students with limited higher education experience (they are all over 30 years of age) are enrolled in First College, a small interdisciplinary unit in the College of Arts and Sciences that was awarded a Program Excellence award from the Ohio Board of Regents in 1987. Classes in First College are small, usually no more than 25 students; many of the courses are 8-credit workshops with opportunities for class discussions, applied field projects, and frequent writing assignments. High levels of faculty/student interactions and diversity among students in terms of age and cultural backgrounds are characteristic of First College. The TLC-Ohio scholars attending First College have made an excellent adjustment, are active participants in class discussions, and have quickly become part of the mainstream of First College life.

For the instructional aides who are employed in the schools during the day, special late afternoon sections of classes were scheduled. Advising, guidance, and scheduling were personalized and an individualized college program was devised for each TLC-Ohio scholar.

The creation of a strong support system to assist TLC-Ohio scholars was viewed as essential to the success of this non-traditional student population. Therefore, two staff persons, each with distinct skills, were hired to work directly with the students on a daily basis as the project support team. The project administrator has a social work background, oversees the project, provides individual and small group counseling, and does general "trouble shooting" for the project. The assessment and intervention coordinator, a former teacher has taught for many years in adult basic education programs. She is responsible for providing academic tutoring, support, and close monitoring of individual student performance. Both staff members assume the role of advocates for the TLC-Ohio scholars and assist them in negotiating dilemmas which arise in universities.

Throughout the first quarter of the program, the support team has, in fact, been vital to the retention and success of the students. During the first four months, several students encountered serious problems including hospitalizations, death of a parent, divorce, legal difficulties, and less dire situations (i.e. child care arrangements) that might have resulted in their performing poorly or dropping out of school. However, the ongoing support, assistance, and "shoring up" when life seemed overwhelming provided by the mature and responsive staff can be credited with keeping all of the students in school, even in the face of extreme hardships. The compelling need for sustained academic and personal support for non-traditional age students who have limited higher education experience or who have not been in school for many years cannot be emphasized sufficiently.

In order to address several of the unique needs of these non-traditional students, several specially designed activities were planned early in the academic year: a workshop on "enhancing self esteem", a writing workshop followed by individualized assistance with writing skills, and a study skills workshop. Textbooks for all courses were read by the staff in order for them to assist students with coursework. Tape recorders were available for taping

classes; special assistance was available to the bi-lingual aides to facilitate their developing effective test taking skills.

After one quarter, the students have an excellent record. All 19 TLC-Ohio scholars are doing extremely well; grades are primarily As and Bs. Many notable lessons have been learned by the staff. The outstanding lesson is the realization that a rich array of resources to address the complex needs of these non-traditional students is vital to their retention and success. And, finally, the significance of excellent teaching for non-traditional students has been reinforced for all faculty and staff associated with the project. In those courses which fostered student discussions, analyses, and interactions, the TLC- Ohio scholars flourished. Such courses provided strong models for teaching and accommodated the needs and diverse learning styles of adult learners. Although this exciting project has just begun, the early data indicate that the TLC-Ohio scholars at Cleveland State University are a bright, dedicated, and determined group of men and women with a strong commitment to quality education and an equally strong desire to be outstanding teachers. They are well on their way.

An Outreach Plan for Action to Facilitate TLC-Scholar Articulation from Middle and High School to College Recruitment: A Plan for Action

Seldon D. Strother, Project Director, Ohio University

Introduction

Ohio University, as many of the nation's major institutions, has afforded the opportunity for social mobility to many by educating many representatives of ethnic groups who went on to serve both states and the nation as leaders. Many individuals have attributed their success to the University's accessibility and excellent educational programs.

In keeping with this commitment, the College of Education has developed a practical response to the need for recruiting Black, Appalachian, and Hispanic students. The College of Education's sense of responsibility has been built into a plan that has measurable goals. The plan will be monitored, expanded, and adjusted as implementation proceeds. The College seeks to enrich the lives of tomorrow's citizens and leaders by exposing them to ideas and experiences that broaden the world and ensure a deeper appreciation of cultural and ethnic differences. The project is based on a belief that the selection, retention, and graduation of quality Black, Appalachian, and Hispanic students is crucial to the College's quest for educational excellence and equity. The College has demonstrated a firm and continuing commitment to ethnic diversity in the selection of faculty, administrators, and staff. The College of Education continues to strive toward making programs accessible to all. The College has a long and proud tradition to increasing minority access through various initiatives. Some of these initiatives are as follows:

1. Financial Aid
2. Minority Scholarships
3. Recruitment Activities
4. High School/University Articulation
5. Employment of Minority Faculty Members
6. Employment of Minority Staff Members
7. Ethnic/Multicultural Curriculum Infusion
8. Student Retention Programs
9. Effective student orientation programs
10. Mentoring and Tutorial Programs
11. Developmental Education
12. Linkages with Minority Professionals in the field

I. Early Intervention Recruitment to Identify Minority TLC-Ohio Scholars

A. Working with counselors and teachers in secondary schools and in community agencies to assist them in guiding promising candidates to Ohio University. Implementation will include:

1. faculty sponsored programs to inform minority high school students about college experience and outcome;
2. faculty members serving as counselors to high schools to render advice regarding college preparation course;
3. outreach to middle-school minority students and parents through the schools, churches and social organizations, with meetings held on the importance of college and how to attend;
4. the college providing factual and informative materials to high school students and their counselors;
5. college developing programs together with feeder high schools—and also with local community colleges (Moore and Carpenter 1985); i.e.,
6. sponsorship of Talent Search-type programs to identify potential college entrants and provide them with relevant information.

II. Data Gathering

A. Developing a student data base covering high school grades 9-12, college-level freshman through graduation, and during a three year period after being in service—which includes:
   1. recruitment processes;
   2. demographics (age, sex, background);
   3. quantitative and qualitative measures, i.e., ACT/SAT score, GPA, basic skills test (reading, writing, mathematics) National Teacher Examination (NTE), National Board for Professional Teaching Standards, etc.
   4. developing communication with high schools, community colleges, four-year colleges and other identified groups for the purpose of providing information and developing a student data base and tracking system for minority and disadvantaged students.

III. Providing Student Support

A. Redirecting existing institutional funds and allocating new funds to identify, recruit, and maintain minority teacher education students. The Institution/College will:
   1. develop an institutional financial aid package to be disseminated in high schools;
   2. develop financial aid packages for two-year college transfers;
   3. increase financial aid for minority students;
   4. provide student information relative to state and federally funded grants/scholarships to incoming freshmen, i.e., monies solicited from various funding foundations;
   5. provide students with information relative to forgivable loans—i.e., Ohio Student Loan; Paul Douglas Teacher Scholarship Program and Teacher Education Loan Program.

IV. Articulation Mechanisms

A. Design an articulation mechanism (between four-year and two-year colleges) to establish an intrastate/interstate networking system, i.e., Course Evaluation Guides for articulation (such as those used at OU) could be placed in a data file for networking purposes. This would facilitate articulation between high schools, and two and four-year colleges and universities:

1. using printed materials and directed meetings with high school students, colleges can help students understand, realistically, what college will be like;
2. other ways of getting more information into the high schools might be via conferences, seminars and workshops—all designed to encourage minority students to enroll in college preparatory programs and to take more mathematics, science, language, and social studies courses (Austin 1984);
3. as Anderson (1978) states, "Retention begins with ethically conducted recruitment programs: recruiters have a moral obligation to tell students as candidly as possible the likelihood of their being admitted, obtaining financial aid, and finding housing";
4. recruiters also have an obligation to describe what students can expect from the program and what they will experience in classes.

V. Selection Process and Admission Criteria

A. TLC-Ohio Scholars will be admitted based on the recommendation of a TLC-Ohio Scholar selection committee. The criteria delineated below will be used in the selection process.

Admission criteria:

1. ACT score: minimum of 25 or SAT score: minimum of 1050
2. High school rank: within the top 15% of class
3. Personal interview/audition
4. Example of writing skills
5. Evidence of leadership

VI. ORIENTATION PROGRAM

A. The College will establish on campus summer programs for the purpose of orienting the students to campus life and developing skills in mathematics, reading, writing and computer literacy.

VII. ASSESSING STUDENTS POTENTIAL FOR TEACHING

A. The College will begin early testing and counseling to include:

1. tests to determine needs for remediation prior to college course work;
2. diagnostic testing of students' skills will include:
   a. quantitative, i.e., ACT/SAT scores, high school GPA, basic skills test;

b. qualitative, i.e., personal interview and evidence of leadership; other (qualitative) measures will focus on:
   (1) educational cognitive style
   (2) cognitive psychology
   (3) psychology of personality
   (4) psychology of perception
c. link plans, goals, and possible courses to student's alternative career and job opportunities;
d. school visits for early identification;
e. career orientation;
f. intensive, intrusive academic advising with faculty members.

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Change at Ohio State University's College of Education in Response to The Holmes Group Initiative

Michael L. Scott, Project Director, The Ohio State University

Clearly, recent reform movements have pointed to the need for improving the preparation of teachers. Everyone agrees that teachers need to be well educated. The discoveries of the last 20 years have produced revolutionary changes in knowledge. This revolution continues with each passing day. Also, we are living in a rapidly changing, competitive information age where new knowledge is essential for our economic strength. Our standard of living will depend heavily on how well we educate ourselves. Teachers are the key to better education, and, to succeed, tomorrow's teachers must be better educated; they must be on the cutting edge of knowledge. That is why Ohio State is committed to making changes—to prepare better educated teachers.

Ohio State has linked up with 100 other well-known research universities to create the Holmes Group—an organization seeking major improvements in teaching and teacher preparation. The group is named after Henry Holmes, a former dean of education at Harvard who fought throughout his life for educational reform. To put teachers on the cutting edge of knowledge, Holmes Group universities are changing their teacher preparation programs. They are increasing the requirements for practice teaching, extending the length of preparation to include a master's degree, and strengthening undergraduate teaching majors and liberal studies so that tomorrow's teachers will be much better educated and better prepared to teach.

The elimination of the undergraduate teacher certification option in the College of Education is seen as one major step forward in improving the liberal education of prospective teachers. However, this action is seen as "bitter-sweet" when it comes to recruiting and retaining minority teachers. On one hand, the teacher preparation program is improved; however, the addition of fifth- or sixth-year programs may exacerbate the recruitment of minority teacher candidates by putting an additional financial strain on them as well as by making competing four-year certification programs a more attractive option.

As can be surmised, we intend to reduce our overall student enrollment while increasing our minority enrollment.

An audit of our minority enrollment over the past several years demonstrates that the task we have set about is formidable and will require substantial commitment and effort for us to achieve our two major program aims:

1. To increase the numbers of minority teachers exiting our program.
2. To increase the quality of all teachers exiting our programs—including minority teachers.

It is for this reason that The Ohio State University is working with the Teaching Leadership Consortium of Ohio (TLC-Ohio) to develop a

comprehensive and aggressive recruitment and retention program which will be combined with a financial aid package to encourage the preparation of greater numbers of minority teacher candidates. It is hoped that many of the "brightest and the best" minority teachers will be prepared at our institution. With funding from the the Ford and Cleveland Foundations, we hope to begin our program in 1991.

Multifaceted Recruitment Strategy

Due to the nature of the University and the diversity that is represented in its programs, there is no single recruitment strategy that can help us realize our goals. Instead, we envision a multifaceted approach that incorporates the many resources available to the College of Education.

In short, we see some recruitment beginning prior to college to attract TLC- Scholars into our Arts and Sciences and Pre-Education undergraduate programs. These students would be nurtured through appropriate undergraduate plus graduate-certification options. A second strategy would focus upon those who already hold baccalaureate degrees; and would target them for post-degree certification programs.

Strategy #1 - This strategy would strengthen the College of Education's ties with the University's Young Scholar's Program (YSP). This program began in 1988 and has 1000 high-potential middle and high school minority students in the pipeline (as of 1990), with the first group of 200 scholars due to enter Ohio State in 1994 with scholarship guarantees from the University. One goal will be to strengthen our ties to scholars who are at Ohio State during the summers and to continue contact throughout the school year. With over 2200 scholars in the program by 1994, we hope to recruit a significant number as TLC-Ohio Scholars.

Strategy #2 - The purpose here is to identify and nurture students who are enrolled in magnet high schools in which the purpose is to focus upon teaching as a profession. The College of Education has already begun such a relationship with the Columbus Public Schools Professional Teacher Magnet School. We would identify and nurture TLC-Scholars and extend the concept in future years to other Ohio urban school districts with "teacher-focused" magnet schools.

Strategy #3 - A number of students enter Ohio State University as freshmen who are "undecided" about a major. Our goal here will be to specifically develop an orientation program for minority students who are "undecided." With follow-up activities we hope to attract some of these students into the TLC-Scholars program.

Strategy #4 - The Ohio State University, Office of Minority Affairs (OMA), is in the process of developing a "Strategic Plan for the Recruitment of African American." The plan will draw upon a data base which is generated by the

admission's office. This data base includes names of all Ohio (and surrounding states) minority students who have indicated some interest in Ohio State usually through applications, entrance tests, or letters of inquiry. We will develop a specific plan for the College of Education using the OMA format. The plan will increase coordination between the Office of Admissions and various programs in the University. From this plan we will be able to identify high-ability high school minority students early on who may become TLC-Scholars. This will enable the college to identify students who are interested in education before they declare an education major (typically their sophomore year)—a capability we currently do not have.

Strategy #5 - This strategy will focus upon the population whose members already hold a baccalaureate degree and have been engaged in non-education careers. The intent is to tap into a subset of this population which is ready for a career change. Our strategy is threefold and will reinforce some of our current networks.

First, we will work with school superintendents, initially in Central Ohio, to identify and attract minorities who have demonstrated an interest in education. These may be school volunteers/aides and/or unemployed/underemployed spouses. Second, we will work with the Columbus Metropolitan Area Community Action Organization (CMACAO) in establishing the New Careers Program. This program is designed to help low-income persons, especially black males (with at least two years of college) pursue a degree and certification in teaching. CMACAO has already developed a proposal enlisting our support in finalizing its program goals. We anticipate that some of the New Career participants will meet the selection criteria to become TLC-Scholars. Our third tactic will be to use other community groups and organizations who can help us identify pools of potential scholars who are ready for a career change. Serendipitously, we have seen such a pool emerge in our post-degree Elementary and Math Education programs.

Strategy #6 - We will use the Office of Minority Affairs' (OMA) very successful minority Graduate and Professional School Visitation Day (GPSVD) program to identify potential TLC-Scholars. This year, for example, the five highest ranking seniors from each of the 40 Historically Black Colleges and Universities (HBCU's) will visit Ohio State's campus. We will tap into the OMA's established network of Historically Black Colleges and Universities and small Ohio liberal arts institutions. We will focus on those HBCU'S with our alumni in leadership positions, visiting some of them twice annually to market our graduate programs to juniors and seniors in non-education majors.

We will work to increase the network of small liberal arts colleges (in and around Ohio) which have a small number of academically well-prepared minority students from which we might market our graduate teacher

programs and the TLC-Scholars program. We plan to visit several of those schools twice during the year.

Finally, we will establish a relationship with the Columbus State Community College (CSCC), a two-year program, for the purpose of identifying potential TLC-Scholars who might enter Ohio State during their junior year, and; consequently our undergraduate/graduate teacher preparation programs. We see this as an unexplored opportunity; especially since Ohio State and Columbus State recently negotiated an articulation agreement which allows for the transfer of some CSCC coursework to Ohio State.

Strategy #7 - Throughout the years, the College of Education has been, in relative terms, a significant producer of minority graduates, many of whom are in leadership roles in and outside of education. We will attempt to establish a minority alumni data base from which we will attempt to market our programs to sons, daughters, friends, and relatives of our minority alumni. Recruitment literature supports this as a viable and mostly untapped population.

Recruitment and Retention of Minority Graduate Students

Leland Fox, The University of Mississippi

The University of Mississippi is committed to the development of human resources at every level of education. In the past three years this commitment has been manifested in an increased emphasis on minority enrollment at the graduate level. The University has in place a comprehensive system of academic and financial support which during the 1990-91 academic school year will provide over $1,200,000 in tuition and direct aid to encourage qualified minority graduate students to develop their full academic potential.

The Graduate School at the University has developed a comprehensive approach to recruiting and supporting minority graduate students. These efforts, which bring faculty and prospective students from historically Black Colleges and Universities to the campus, have resulted in an increased enrollment of full time black graduate students from 9 in 1987 to 282 in 1990.

The University of Mississippi's commitment to providing equal access to quality education for all students is characterized by five specific initiatives in support of that goal: 1) recruitment and retention of minority faculty to serve as mentors and role models for minority students; 2) assignment of key administrative positions to focus on minority student recruitment; 3) development of an extensive minority student identification and outreach program; 4) provision of supportive organizations and groups, and an institutional environment to assist in transitions and problem solving; and 5) establishment of a "pipeline" of educational support to encourage full minority participation in educational opportunities ranging from secondary school through college and graduate school. Each initiative is described below:

Minority faculty play an important role in the educational process, and recruitment of these faculty is of primary importance to the University. In 1988, minority faculty represented 7.7 percent (32 out of 417) of total full-time faculty, with black faculty (15) comprising almost half of that number. After a successful recruiting year, the number of black faculty increased by 26 percent for academic year 1989-90. The University expects to meet or exceed the national average for black faculty, perhaps as early as this year, surpassing the goal set for 1995 by the Vice Chancellor for Academic Affairs.

A new administrative position was created in 1988, Assistant Dean of the Graduate School. The Assistant Dean is responsible for all graduate student recruitment with an emphasis on recruiting minority students. The individual to implement the University's outreach and student identification program has a proven record of success in graduate student recruitment and has established a network with area minority institutions: LeMoyne Owens College, Southern University at New Orleans, Dillard University, Alcorn A & M, Benedict College, Harris-Stowe College, Lane University, Jackson State University, Rust College, Arkansas Baptist College, Wiley College, Oakwood College, Fisk University, Jarvis Christian College, Paine College, Mississippi

Valley State University, Oakwood College, Texas Southern University, Xavier University, and Tougaloo College.

The Student Development Center offers comprehensive counseling and support services in the areas of personal, academic, and career development. Short-term personal counseling is available on a walk-in basis; support groups for special populations are formed on request. A wide range of career development opportunities is available, including career inventories, computerized guidance systems, a resource center, and job search assistance.

The Career Alumni Network (CAN) links students and alumni in their field for the purpose of career exploration and networking. A special portion of CAN, the Black Career Alumni Network, is maintained by a professional counselor.

The University Writing Center, organized to strengthen the critical reading and writing skills of all students, maintains seventy computers equipped with standard printers and as-needed access to a laser printer. The Center is staffed by a director and peer consultants who assist students with writing projects across all disciplines.

The University Learning Center provides professional counseling about academic concerns, developing plans to overcome deficiencies, as well as assistance in preparation for national standardized tests. Special populations, such as learning and physically handicapped students, international students, and minority students are given special attention.

The Bessie S. Speed Center for Alcohol and Drug Education encourages positive health lifestyles without dependence on the use of chemical substance. The purpose of the Center is to provide facts about chemical substances which will allow students to make responsible individual decisions regarding usage.

The Black Student Union is a service, political, and social organization offering interaction and social events on an ongoing basis. A Minority Student Center was opened in 1988, providing space for meetings, exhibits, and leisure activities. Phi Beta Sigma, national black fraternity, is located on the University's Fraternity Row.

The University of Mississippi, through its Graduate School, is involved in minority outreach programs to encourage secondary, undergraduate, and graduate minority students to continue scholarly activities and to develop to their full potential. The Graduate School's Minority Outreach Program sponsors a variety of programs to further involve the minority student in the graduate education process. Highlights of this program include the following activities:

a. The Graduate School supports travel of the Assistant Dean of the Graduate School for a comprehensive outreach effort which includes maintaining contacts and making Career Day visits at over 40 minority institutions in a six-state region. These efforts culminate in an annual **Minority Outreach Conference** held on the campus of the University of Mississippi each Spring. Invited to this two-day conference are the top five graduating seniors at regional historically black institutions, along

with one faculty member from each institution. Sessions on graduate orientation, career planning, and consultation with faculty members are provided in an environment which encourages academic and social interchange. All expenses for participants to attend the conference, including meals, travel, and lodging, are covered by the Graduate School.

b. **The Graduate School Minority Fellowship Program**, a financial package of scholarships, assistantships, and full tuition, in-or out-of-state, is offered to **every** minority applicant who qualifies for admission to a graduate program. During the 1990 fall semester, 282 students are receiving this support, representing a financial outlay of over $1.2 million for the academic year. In addition to this support, minority students are eligible to compete for departmentally funded teaching and research assistantships, ranging from $6,000 to $12,000, depending on the discipline, and for **Honors Fellowships**, a supplementary stipend of $2,000, provided to incoming students of exceptional academic accomplishment.

c. The University actively pursues opportunities which will increase the access of minority members to the opportunities of higher education. Programs currently being conducted at the University reach minority students at all levels. In Fall 1988, the University enrolled two new **Patricia Roberts Harris Fellows**, one in the School of Accountancy and one in the Department of Communicative Disorders. In May 1987, the School of Law granted Juris Doctor degrees to three **Graduate and Professional Opportunity Program** (GPOP) recipients.

d. In an effort to introduce high school minority students to research experiences, the University's researchers in science and engineering participate in the **Minority High School Apprenticeship Program** sponsored by the National Institutes of Health (NIH) and receive **Minority Student Supplements** from the National Science Foundation (NSF). Through this program, qualified high school minority students have been offered the opportunity to work with a researcher whose work has been nationally recognized and supported by NIH or NSF. In addition, researchers in the School of Pharmacy collaborate with faculty at nearby Rust College in implementing portions of the undergraduate **Minority Biomedical Research Support Program** on the University of Mississippi campus.

e. Supported by a Title IX grant from the U.S. Department of Education, during the summer and fall of 1989 the University conducted an eight-week **Program to Encourage Minority Participation in Graduate Education**. The thirty-one participants selected for this program, along with faculty representatives from their home institutions, were also invited to join our spring Minority Outreach Conference and will be invited back to the campus during the fall semester to participate in the Scholarship Recognition Day. Thirteen of these students have been admitted to graduate programs at Boston University, Mississippi State

University, Pacific University, The University of Mississippi, The University of Wisconsin, The University of Toledo, New York University, and one to the Law School of Northeastern University. This program was funded and repeated in 1990, with twenty-five participating students. An application has been submitted to support 30 students in this program in 1991.

In its efforts to recruit minority students to its graduate programs, the University has structured and staffed a program to Identify, Inform, and Invest in young people with the potential for advanced study.

Identification is accomplished by the networks we have established with historically black colleges and universities in the six-state area surrounding the University (see above) which advise us of graduating seniors interested in graduate study; and through subscription to the GRE Minority Locater Service.

Information is provided through team visits to all career day opportunities in the six-state area; by an annual Outreach Conference (see above); through extensive mailings of personal letters and prepared materials in response to enquiries; by presentations at regional and national meetings; and through the development of a state-wide consortium, with Mississippi State University and Jackson State University, to acquaint minority students with the advantages of graduate education;

Investment is made through the University's Minority Fellowship program; through an agreement with the National Consortium for Educational Access (NCEA) to match the support provided by that organization; through a similar agreement with GEM; by providing additional financial incentives to students enrolled in areas of national need; and by providing support systems to assist with academic, social, and personal problems that may arise.

In April of 1989 the Minority Outreach Conference sponsored by the Graduate School was attended by 61 students and faculty from fifteen minority institutions. The institutions participating were Arkansas Baptist College, Dillard University, Fisk University, Jackson State University, Jarvis Christian College, Lane College, LeMoyne-Owen College, Mississippi Valley State University, Oakwood College, Rust College, Southern University, Texas Southern University, Tougaloo College, Wiley College, and Xavier University of Louisiana. The 1990 Minority Outreach Conference attracted 111 students and faculty.

The Associate and Assistant Deans of the Graduate School are working with their counterparts from Mississippi State University and Jackson State University to develop a state-wide network to acquaint minority students with the advantages of graduate education.

Positive and ambitious efforts at the University of Mississippi have resulted in one of the most impressive records of growth in graduate enrollment ever seen at this Institution. Graduate enrollment has increased by one-half on a head-count basis over the last three years, and the number of

full-time students has more than doubled from 502 to 1,236 in the same period of time. At the close of registration for Fall Semester 1989, 1,793 students out of a total student population of 10,894 were enrolled in graduate programs (16%). Of the students enrolled in graduate programs, 296 [278 black students] (17%) are minority students. It is important to note, however, that 282 [277 black students] of this 296 (95%) are full-time students, and 52 are in doctoral programs.

The results of the systematic efforts described above have been very gratifying. Through a dedicated effort in addressing the needs of minority representation in all facets of graduate education, enrollment of full-time minority graduate students has increased from 9 in the Fall Semester of 1987 to 282 in the Fall Semester of 1990. This amounts to an increase of 3,033 percent over a three-year period. The financial commitment over this same period changed from $19,000 to over $1,200,000. Our efforts earned for us the 1990 Peterson's Award for Excellence in Graduate Admissions for Minority Students, and editorial comment in the Chronicle of Higher Education and Black Issues in Higher Education.

The focus for Minority Support Programs activities at the University of Mississippi is the Graduate School, the chief administrators of which are Dean/Associate Vice Chancellor for Research, Michael R. Dingerson; Associate Dean, Leland Fox; and Assistant Dean, James C. Brown. Dean Fox is responsible for and personally manages the University's Minority Fellowship program. Dean Brown is a member of the National Consortium for Educational Access and Director of the Program to Encourage Minority Participation in Graduate Education. He is responsible for all graduate recruitment and especially for liaison with traditionally black colleges and universities in a six state area. Together, this team is responsible for an increase in full time graduate minority enrollment over the past two years from 1 percent to the present 16.8 percent of the total Graduate School enrollment.

In Mississippi, with its 35 percent minority population, the State and the University of Mississippi have made important advances in educational reform and revitalization, as noted by the Chronicle of Higher Education which cited the State in 1988 as first among all states with its 30 percent increase in funds going to higher education during the years 1987-88.[1] The University of Mississippi has built a strong program of minority graduate education by providing direct support to minority students who select this institution and by offering unique and challenging opportunities for research and study in a supportive environment.

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[1] "Spending by States on Higher Education Totals $36.2 Billion," The Chronicle of Higher Education, October 19, 1988, p. A1, A28.

Chapter 3

School Reform

The Use of School Based Management/Shared Decision Making as a Strategy in the Recruitment and Retention of Minority Educators

Allan Bonilla, Dade County Public Schools, Miami, Florida

There is a certain air of excitement and expectancy in the field of public education today as everyone is involved in talk of educational reform and school restructuring. One can hardly pick up an educational journal without seeing, if not an article, an entire issue devoted to the topic. Conferences and workshops all manage to include the recurring theme of school reform. Indeed the First Annual Conference on School Restructuring was recently held in Atlanta with plans already underway for the Second in 1991.

Although school reform takes many varied roads, there seems to be at the heart of the movement, a strong feeling of professionalism and educator empowerment. The classroom teacher position must be elevated to a true professional status which includes not only improved salaries, but a voice in what actually goes on in the school arena. In other words, the teacher must not be merely a "cog in the wheel" but must be instrumental in moving the wheel.

School Based Management or Site Based Management, as it is often referred to, with its accompanying component of Shared Decision Making appears to be the foundation, cornerstone, or focal point of all reform efforts as well as the vehicle by which true professionalism can be reached. In its simplest terms, School Based Management can be seen as a way for school level educators (teachers) to become involved in the operations of their particular school without being placed in the position of merely carrying out the mandates of the "downtown" administration.

A school, or indeed school system, which adopts a School Based Management/Shared Decision Making model as its means of operation can most certainly stand tall in its recruitment efforts by offering the minority applicant an opportunity for meaningful professional involvement. Today's minority professional has many more avenues open to him/her than did those of the preceding generations when perhaps education was one of their few options. To become merely a classroom teacher, with little professional involvement, and the prospects of much talked about "burn-out" looming in the future, is not a most encouraging vision for today's minority college graduate. On the other hand, to be given a chance to teach and to have an effect upon future generations while redirecting the educational process through the implementation of one's own ideas, presents a much more challenging and rewarding picture.

As a participant in the Dade County Public Schools (Miami, FL) pilot program, "School Based Management/Shared Decision Making", this writer

has been witness to a rebirth of professionalism and an awakening of creativity on the part of school level educators. The classroom teacher, who in prior years was told what to teach, is now developing and designing units of instruction in collaboration with fellow teachers. Members of school level Curriculum Committees are meeting to determine school wide course offerings based on perceived needs of their particular student body. Departmental course offerings are developed and then put together in a "master schedule" mutually agreed upon by all concerned.

At Palm Springs Middle School, in addition to the aforementioned Curriculum Committee, there are also committees for budget, personnel, school operations, awards and recognition, and parental involvement. With a steering Committee (Cadre) comprised of chairpersons from all of the committees as well as the subject area departments it can be seen that total faculty involvement is a reality.

Those faculty members who have an interest in finance are given the opportunity to make decisions as to the number of teachers to be hired. Palm Springs faculty decided that a need existed for a full time middle school facilitator and so funds were set aside for the position. The facilitator position was advertised, interested individuals presented resumes and faculty members voted for their choice.

Hiring is now done by the Personnel Committee, who like the Budget Committee, have received training in their area. The principal as well as one of the assistant principals were selected by representatives of the Personnel Committee. The committee members have been responsible for hiring all of the new teachers and one of the new counselors over the past two years. As an "off-shoot" of this feeling of "ownership" on the part of the Personnel Committee for new hires, a system of peer observation has been initiated. Although originally planned for only new teachers this procedure has now been expanded to all teachers with department heads having received full training in observation and evaluation techniques.

Under the School Based Management plan, monies have been set aside for teachers to attend conferences throughout the country. The Curriculum Committee recently attended a national conference on middle schools in California while the Parental Involvement Committee attended a conference in their area held in Indiana. In-service sessions are planned at the school level based upon the needs of the faculty members. Grants have been written by faculty teams in order to support special projects. A $20,000 middle school grant was recently awarded by the State of Florida to Palm Springs Middle to support advisement activities, training, and travel.

School reform, just as the one herein described, can indeed prove to be a strong attraction in the recruitment of minorities. The success of the reform movement should bode well for the retention of minorities after they have had an opportunity to "settle in" to their new careers. Education now has an opportunity to become a true profession and to be perceived as one by the community at large. Now teacher-educators can also begin to envision themselves as revered professionals.

So, What is So Canadian About Minority Teacher Education?

Lionel Orlikow, Winnipeg Education Centre, Manitoba

Twenty years ago I organized the first minority degree teacher education program in Canada. The essential elements were transplants drawn from an Aboriginal teacher corps program at the University of North Dakota.

Twenty years later I am the director of the Winnipeg Education Centre Project (WEC), an off-campus elementary teacher education program of the University of Manitoba, an off-shoot of the original program. WEC's multi-ethnic, multi-racial nature makes it unique in Canada even though it has a fifteen year record of graduating poor inner city residents. The past two decades have seen the extension of the original Aboriginal teacher education program into all ten provinces and two territories of Canada.

WEC is an undergraduate program of four years toward a Bachelor of Education degree. WEC's sixty students are one-half Aboriginal, one-quarter recent immigrant and the remainder drawn from inner city Winnipeg. Accepted applicants have to display need in several ways: financial; academic; and personal. An academic year covers ten months, two weeks. Four full-time academics and fifteen single course instructors do the teaching. Female single-parent family heads dominate the membership student whose age averages into the early 30's.

That brief summary conceals the most dramatic illustration of our Canadian-United States differences. The simple fact is that the Provincial Government might well close down our singular teacher education this winter, while minority teaching becomes a higher priority in the United States.

How is this possible in 1991? Canada is experiencing similar internal and external migrations. At least a dozen Winnipeg schools already enroll large majorities of Aboriginal children whose families have left rural and northern communities. In one of our largest high schools over seventy percent of the students started school in another country. Recent upheavals in Eastern Europe already are reflected in more Ukrainians, Poles and Germans enrolled.

I have marshalled many supportive arguments for expansion, many familiar to you, yet, I feel that I am the captain of the Titanic and the Hindenburg combined. Why? Four major emotional depressors undermine the cause of minority teachers in my province.

1. Peripheral to Higher Education: The Province funds WEC and similar programs in other fields one hundred percent of cost. The universities and community colleges contribute nothing out of their own resources. While minorities do enroll in "regular" programs, the results often are frightening. Aboriginal students suffer a ninety percent withdrawal rate before graduation, an almost complete reversal to ours at WEC. Further, our higher education institutions are becoming inaccessible as

tuition fees rise and faculties rely more upon high grade point averages for admission to programs. WEC is a token gesture to the many Manitobans unable to enter college.

2. Second-Rate Education: Alternative certification in higher education usually is regarded as inferior. Many in education and in the general public cannot understand how a non-traditional student can enter college with less than normal requirements and exit with equivalent standards. External reviews of WEC set by Government are old, hardy perennials. WEC does not "water down" courses: achievement comes through small classes (15 to 20), peer supports, instructors strong in teaching and the imperative that WEC represents for students the last chance for a "good" job.
3. Weak Multi-cultural Base: Canada has produced many programs for minorities over the past twenty years. The two official languages, English and French, are taught in many schools across the nation. Multi-cultural activities, race relations, cultural events, are less obvious but scattered across school systems. Unfortunately, successive governmental actions have contributed to splitting minorities apart because of differing priorities, funding and interests. WEC's potential support coalition is disunited.
4. Color-less Education: Generally, Canadian educators favor instruction that says we teach the individual as an individual, not as a member of a group. Thus, much of my attention at WEC has concentrated upon producing highly skilled "technocrats" superior to young mainstream teachers on campus. How? A series of collaborative efforts with inner city schools coupled WEC contracts with certain school staff to deliver courses. Classroom drama, music, and art are regarded as basics as well as courses needed to prepare generalist teachers. Review teams of practicing teachers and principals regularly check our program. But our major strength, our rich cultural resources, consequently is minimized.

The four charges above are generalizations made without a hard database. Most of my professional life has been spent in a multi-faceted campaign in the field to open education opportunities to minorities. I speak from the pain of many defeats and few victories, through the roles of senior government official, elected school trustee, superintendent and college professor/school teacher, yet I still fail to comprehend why the advances have been so extremely limited. Why is WEC threatened today? Surely, much of what you are about to hear is read by the many Canadians who subscribe to US journals or heard by Canadians who attend US education conferences. Do our leaders fail to walk through playgrounds and see the changed skin colors of kids from the days when they went to school?

What about the impact of the current school reform movement in the United States and its impact upon us reformers north of the 49th parallel? Pieces of reform are already found in every Canadian province, but will the

minority situation be further hurt? My suspicion is that such educational reforms invariably widen the gap between the "winners" and "losers" in school. For example:

- School-based management furthers abandonment of responsibility by the general community for the condition of deprived minorities;
- Accountability increases external performance measures of an "objective" nature, i.e. , math, that ignore more essential skills, in, for example, cooperative learning or artistic expression;
- School-business partnerships encourage a particular form of a free enterprise economy without examining other forms of economic organization such as cooperatives or community development corporations.

Further, as our two countries lapse into economic recession, education's role as society's gatekeeper will be more significant. Meritocracy, always present, will be emphasized even more and those whose second language is English, who arrive unready to school, have a different skin color and no role models at the front of the class, shall fall further behind.

Fortunately, we, the endangered species of Canadian reformers in minority teacher education, have many exciting models here in Lexington to remind us of what still might be.

The Connection Between Urban School Reform and Urban Student Populations : Some Effects of School Reform on Teacher Education

Toni Griego Jones, University of Wisconsin-Milwaukee

Public education has been awash with efforts at reform for at least a decade. Because of decreasing academic achievement of students, particularly in urban schools, the early eighties brought a reactive move toward "excellence" by setting higher standards for students and teachers. Later, in hindsight, educators saw that these efforts to raise standards in many cases made things worse for those who were in greatest need to benefit from reform, the urban students. Oakes, Boyer, and others have documented this very adequately.

After the move toward excellence came a second phase, that of reorganizing. It hadn't worked just to set goals and standards higher. Opinion makers decided schools needed to reorganize the way they operated, to regroup, to restructure. They needed to do what they were doing in a different way. It hadn't yet occurred to them that maybe what they needed to change was not the way but the what. In the latter half of the decade the buzz word was "restructuring" and reform efforts addressed how schools were configured or organized.

Through all of this, there have been many who questioned how these reform efforts directly connected with the students in urban schools. Students in urban schools continue to suffer and schools continue to fail them. Could it be that the real issue; is not in standards or organization of schools but in the failure to recognize who schools are dealing with? Could it be that educators have refused to bite the bullet and admit the real issue - that is, that they really don't know who their students are? The rhetoric about meeting the needs of students could fill the urban public schools top to bottom, but how much do urban teachers and administrators really know about their students?

Statistics show that student populations in large urban schools are increasingly poor and "minority". The term minority is misleading in discussions of large urban school districts because what has been termed minority for the population at large is actually the majority in most urban school systems. Nevertheless, this paper uses the term minority to describe the populations usually identified by that term in educational literature, primarily African Americans, Asian Americans, Hispanic Americans, and Native Americans. The real minorities in urban school systems are white middle class students upon which much of our research and educational change literature is based. It is unquestionably, however, the minority students who are at the bottom of the heap in urban student achievement and drop out rates and those in most need of successful reform efforts (National Center for Education Statistics, 1990).

In contrast to student statistics, demographic studies show that teaching staffs in urban school systems are predominantly white middle class (National Center for Education Statistics, 1990). Further, 78, percent of the teaching force in all schools, including urban schools, grew up in rural or suburban areas (Teacher Magazine, 1990)

In reviewing the literature on educational reform, the need to study just how change efforts directly address the school populations becomes apparent. The reality of the student populations has been ignored in practice and in research on education reform (Bacharach, 1990; Marcoulides & Heck, 1990; Skutnabb-Kangas, 1988). The author's own previous research conducted in three large, urban schools systems in which personnel described change in their districts also suggested this need. A striking finding in that previous study was that all three school districts had significant minority student populations, ranging from 50 to 87 percent. Yet only two of the many examples of change described by school district personnel were directly connected to minority students. The two examples of change that addressed minority student populations were busing for integration and implementation of a bilingual program. Other examples of change, such as site-based management, new curriculum, and district reorganization were not described in relation to the minority student populations. This observation suggested that current efforts at changing urban education may not be matching the reality of the urban school. How do the reform efforts try to match the needs of any given student population in any school, minority or otherwise? Given the diversity that exists in urban school systems, it is unlikely that a blanket reform approach will connect with the variety of populations represented within urban school systems. These observations led to the initiation of the study reported here. Funding and support for the study was provided by the University of Wisconsin System Institute on Race and Ethnicity.

Methods and procedures

This paper reports on a set of selected results from a study of two efforts at school reform which may give some clue as to how and why those demographics are important. Two case studies of schools involved in different approaches to school district restructuring, Chicago and Milwaukee, were conducted over a period of six months in the 1989-90 school year.

Since the point of the study was to examine at close range how a reform effort affected specific students and how it involved minority populations in urban schools, the researcher chose to conduct in-depth case studies in two large, urban districts. Each district had chosen to "restructure," although each had a different approach to that concept. Restructuring school districts is currently a popular movement (although defined in various ways) which shows some promise of radically changing the delivery of education in school systems (David, 1989; O'Neil, 1990; Timar, 1989). The two case study schools were involved in different types of restructuring efforts in two Midwest urban school systems, one in Milwaukee and one in Chicago. The reason for

studying schools in two different districts was to vary a major aspect of restructuring, that of the degree of decentralization and reallocation of power within districts. Milwaukee has subdivided the district into six regional subdistricts and made those the points of "service delivery," while Chicago has focused more on an individual school-based governance model.

The primary source of data was on-site interviews with those involved in various aspects of reform: school personnel, parents and community, central and sub-district administrators, and university, government, and business leaders. Data was also collected through on-site observations in schools and meetings of various groups (teachers, local school councils, citywide coalitions of business, university, and city leaders) as well as analysis of minutes from those meetings. The goal was to get perspectives from those involved in all aspects of "layers" of the restructuring effort and from those in the classroom to those involved in drafting and implementing the reform plans on a broader scale.

Implementation of restructuring in each district was viewed not as a single event, but as many chains of interacting people and events, with connected parts to play at particular layers. This study described two of those chains of reform. Reform implementation ran through the layers of the chain with the individual schools seen as the focal points, that is, the points where the results of the chain action should be deposited. Every school, even within the same district, is different from every other. So, each chain of reform is going to look different even though some layers such as central office and city and state are the same. This author believes it is not enough to collect district wide data. It is equally important to study each school in depth in order to understand what happens in restructuring and why.

Change and reform is a long-term proposition, but case studies begin to give insight to aspects that could help clarify and measure how restructuring involves or doesn't involve minority populations, how it can change education for minorities, and the linkage between urban student population and urban school reform efforts.

Settings

Criteria for selection of school sites were that they be reflective of urban schools in this country as a whole: that is, schools with significant numbers of poor, ethnic and racial minority students. According to many studies, the Hispanic student population in urban schools is the most negatively affected by the present system. (Lefkowitz, 1985; Medina, 1990; Orum, 1986). This is indicated by Hispanics having the highest dropout rates, lowest achievement scores, and experiencing the greatest degree of segregation (National Center for Education Statistics Analysis Report, 1989; Orum, 1986). Some authors claim that the Hispanic population has also been the most ignored in the research on school change and reform (Arias, 1986; Medina, 1990; Orfield, 1986). Consequently, the two schools chosen for this study are in predominantly Hispanic neighborhoods and have high percentages of Hispanic students. The analysis of data reported here focuses on looking at

Hispanic participation and distribution within layers, from the school site (principal and teachers), to parents, neighborhood community, to city and state business and political leaders.

Because of the high incidence of poverty as a characteristic of urban student populations, the two schools had a significant percentage of low income students. And finally, the schools had to be designated by the districts as site-based management schools emphasizing parent and community involvement within their respective restructuring designs. Below are brief overviews of each school district to give a picture of the settings in which data was collected during the 1989-90 school year.

Chicago The reform literature is full of descriptions of the unprecedented reform experiment in Chicago. This study does not attempt to review the history and scope of this district wide effort at restructuring. Suffice to say that state legislation effective July 1, 1989, mandated sweeping changes in governance of the schools. Highlights of the legislation are the transfer of authority from central administration to Local School Councils by giving Councils authority to hire principals, to approve the school's budget, and to influence and approve the School Improvement Plan. State legislation divides the Chicago Public Schools (CPS) with an enrollment of 425,00 students, into 11 subdistrict areas (including one high school area which encompasses all high schools), with an office and district superintendent for each area.

Unquestionably, the point of the Chicago reform legislation was to break up the very strong bureaucratic central administration and make the school the locus of control. Each school now has a Local School Council (LSC) composed of elected members (two teachers, two community representatives, six parents) and the principal. There is also a subdistrict Council made up of representatives from each LSC in the subdistrict area. Members of the city-wide Central School Board have always been, and still are, appointed by the Mayor. Consequently, the school system has historically been very tied to city government.

The climate and publicity surrounding the Chicago educational reform effort are unprecedented. There is a sense within the broader education community (university, city, state, business) that this was a "last chance" attempt to save the school system. Proponents of the reform demonstrated a fervor akin to that of the Civil Rights movement of the sixties. The community at large is very aware of the plight of the CPS and the radical effort to restructure the schools, particularly in regard to the Local School Council and its authority to hire principals. The press has publicized this aspect of the reform, especially in cases where council decisions have resulted in conflict. The term "reform" is thrown about everywhere and the assumption seems to be that the schools and classrooms themselves are experiencing some type of reform.

Milwaukee Milwaukee Public Schools (MPS) has an enrollment of 90,000 students. It has a history of being progressive and innovative in educational change and reform. For example, in the early eighties it reviewed publicity for its RISE program and urban/suburban integration plan. After having the same superintendent for 14 years, a new African American superintendent was brought in two years ago. Full of reform ideas, in his second year he subdivided the district into six service delivery areas with a community superintendent, an Instructional Support Team (IST), and a district office for each area. Each area also has a Community Advisory Council composed of members nominated by the community at large in each district and appointed by the Community Superintendent. District guidelines give the responsibility to the Community Superintendent to insure ethnic balance within the Council. Most schools have some type of local parent advisory council but only certain MPS schools have been designated as Site-Based Management Schools. These schools, which were in operation prior to last year's district reorganization receive extra monies and support to develop and maintain their site based councils.

This past school year, 1989-90, there was widespread confusion and lack of understanding throughout the district about the role and authority of the various layers of the reorganized district administration. To some outside observers there was a climate of struggle and unrest between the "old" central office and the new community superintendents and staff as they adjusted to the restructuring and tried to define roles in the new system.

The Milwaukee school was chosen for the study because of its demographics and also because it is a designated Site Based Management school and was just beginning to implement a new K-3 ungraded primary structure in the 1989-90 school year. Unlike Chicago, Milwaukee does not have all of its schools involved in one major reform effort. Rather, there is a great variety of reform initiatives within the system. Individual schools have some freedom to try various innovations and to develop their own. In some cases, faculties vote to implement District initiatives that seem to hold promise for change. In the case of the ungraded primary concept according to respondents, some members of the school board and district administration had decided that the concept was worth trying and essentially sent out a call for proposals to schools which might be interested in reorganizing themselves in an ungraded way. Eventually one school in each of the six subdistricts was chosen from among those interested. In one subdistrict, however, no school submitted a proposal so the area superintendent chose a school and strongly encouraged the staff to involve themselves in this effort. The principal and faculty were willing to try but it was not their initiative. This is the school in the study.

The 1989-90 school year was a planning year for those involved in the implementation of the ungraded primary at the six pilot schools. There is a central office administrator who is overseeing and coordinating the six schools involved in implementing the pilot ungraded primary project. Meetings between the central office coordinator and school staffs started well

into the 1989-90 school year and activity has centered on planning and coordinating efforts for the 1990-91 school year. The school building itself has not yet experienced the brunt of the activity except for the principal and four teachers on the school's planning committee. Parents and community have not been involved in planning or implementing the ungraded primary.

Discussions

Across the board, the one common theme which emerged in both districts and from all actors was the perception that the restructuring efforts should, or could, help students in their schools through the focus on local school control. In those urban schools where "minorities" are the majority of the population, it would be reasonable to expect that if the local governance councils reflected the school's student population, the actions of the councils would more closely relate to student needs. How can we know if this local focus actually does connect needs of local student populations more directly to schooling?

A look at the ethnic composition of actors involved in various aspects of these reforms showed that the teaching staff and student populations in both schools reflect the national statistics quoted above. The teachers were predominantly white and student populations were predominantly minority (97 and 45 percent Hispanic). These schools,then,were representative of most urban schools in terms of ethnic composition of students and teachers.

Some of the issues raised in interviews and analysis of group meetings were: bilingual education, multicultural education, grading policies and procedures, retention policies, policies such as requiring uniforms, and ideas about School Improvement Plans. Teachers and parents disagreed on the relative importance of these and other concerns.

Difference between student populations and teaching staff

In Chicago the student population was 97% Hispanic and in Milwaukee it was 45% Hispanic,but in both cities,their teachers were predominantly white. Coming from different worlds, they may see education and each other in different terms, even though teaching staff and parents may have the same eventual goals for students. (Moll, 1990; Wong Fillmore, 1990).

These differences can manifest themselves in a variety of ways. For example, in deciding how to elect members to the teacher Professional Personnel Advisory Committee in Chicago, there was discussion about whether to have a special representative for the bilingual teachers. There was some opposition to singling that group of teachers out and giving them what was seen as double representation. One reason that bilingual representation was brought up at teacher meetings was that parents on the LSC and Bilingual Advisory Committee had questioned why there were no bilingual teachers on the PPAC. On the other hand, in Milwaukee the same representation issue was handled in a different way. It was more in the control of the principal who was aware that there was a lack of bilingual, if not Hispanic, representation on the ungraded primary planning committee so he added

another person. The community superintendent included this school in the pilot project as much to have a Hispanic school as to have one from that particular sub-district.

A few examples will give an idea of how educators differed from community/parents in their views on topics of concern. Bilingual education was one topic brought up at meetings of parents and staff. Although neither group had clear ideas of what bilingual education encompassed, parents generally gave it more importance than staff. Except for the bilingual teachers, this was viewed by staff as a compensatory program, there temporarily to take care of some deficiency in students. In parent meetings, parents talked as if it were a way of teaching that recognized and valued them and who their children were.

Another example was the differing perspectives on grading policies and procedures. Staff saw grading and retention as a part of setting high standards and parents saw grades as failure or success on the part of staff. Another example was the legislation that provided for parents and community to have input in developing school improvement plans. Teachers viewed writing school improvement plans or adopting new curriculum as their domain while parents thought they had a right to have a say in what their children were taught. Policies regarding the wearing of a school uniform also brought out differing perspectives. While the staff didn't think this was even an important item for discussion, parents thought it was very important. Dress and colors in clothing were strongly associated with gang activity and parents were very aware of this. They saw uniforms not only as an economic necessity but as a safety measure.

In both schools the student population had been predominantly Polish in the past and had changed to being Hispanic in the last 20 years. Teachers exhibited a limited knowledge base about the current students' life outside of school. Comments that questioned why the present students couldn't be like the other immigrants 20 years ago revealed a lack of knowledge about the working and social conditions of the neighborhood. They seemed to assume that nothing in the economy, social life, or culture in the neighborhood had changed in the last 20 years, only the children's race. In the old days people worked at any kind of job in order to go to school. Now people have to go to school in order to get work. Everything has changed in the last 20 years.

Although there is research on cultural backgrounds and needs of minority students, this research and subsequent literature is often not utilized by school districts and change experts in their formulation of theory and policy related to school reform in urban school districts (Boyer, 1984; Griego-Jones, 1990; Medina, 1990; Schorr, 1990; Wilson and Fergus, 1990). The thinking that is propelling school reform is still being done by white middle class educators whose mental images are filled with white middle class students, not racial and ethnic minority students(Oakes, 1986).

The scope of this paper does not allow an in-depth review of research on needs of all the various groups that make up urban society. However, the case studies reported here illustrate the problem of inattention to the reality

of student populations. The extensive literature and increasingly sophisticated research in bilingual/bicultural education was not utilized in the two reform efforts reported in this paper. The research base which encompasses first and second language acquisition, effective learning environment for language minority students, and the culture context of learning is seldom used in urban reform in schools with large numbers of language minority students. There are similar and growing bases of knowledge for many groups and, equally important, on how diversity can be managed as a positive aspect of American schooling.

A major question raised in looking at the differences in racial and ethnic composition between student populations and teachers is whether the differences need to be addressed specifically as a part of reform efforts. Assuming that the teaching staff, students and communities bring their own perspectives, values, and beliefs to the school setting, there is potential for differences in perspectives, values, and beliefs which could create problems. The tremendous cultural and socioeconomic differences between the teaching staff,student and community populations are viewed by some as major stumbling blocks in educational systems as they exist today (Medina, 1990). Those differences could be the downfall of urban reform efforts if nothing is done to address these differences as part of the reform.

Nothing in either restructuring effort was being done to avert this conflict or to help one group understand the values, beliefs, and desires of the others. Besides retraining of present staff, another way to broach the differences would be to change the composition of the teaching staff itself by hiring more minority teachers. Districts need to vigorously pursue recruiting and hiring more minority teachers as an integral part of reform (Oakes, 1986).

Training and hiring of teachers implies that teacher preparation programs have an important role to play in helping to forge a better connection between student populations and the teaching force in public schools. The tremendous differences between the cultural and socioeconomic backgrounds of teaching staff, student and communities raise serious questions and implications not only for districts involved in reform, but also for teacher training institutions.

Implication

This paper offers five specific implications arising from the lack of connection between reform in urban education and urban student population. First, teacher training institutions need to utilize the growing body of research on minority students and use it in a meaningful way in the preparation of teachers. This involves coming to the realization that the general population in urban schools <u>are</u> minority students. Minorities are the majority. When teacher trainers and trainees realize whom they will encounter in public schools, that should impact what they think they need to know and the skills they need to develop. Secondly, along with the need to utilize existing research,there is a need for teacher training institutions to contribute to the growing knowledge base on urban minority student

populations by aggressively conducting and rewarding research on minority urban student populations.

The third obvious implication for teacher training is that the faculty in teacher training institutions needs retraining. How are they to teach about something they don't know? The knowledge base about urban student populations probably is thinnest at the university level.

The other implications involve the teaching force already in the public schools. The question of how to connect teaching staff with their students/communities becomes even more urgent when emphasis is on power and decision making authority at the local school site. The closer governance gets to the local school community, the more closely it will reflect the needs and wants to the school parents and community. At the same time, however, the closer the governance gets to the local school community, the stronger and sharper the conflict may be between the teaching staff and the local community. This reform thrust toward local governance highlights the need for stepping up retraining efforts. It also offers another reason to renew efforts to recruit and retain minorities in teaching.

A major problem in recruitment of minorities into the field of education has been that the number of potential candidates is limited. One recommendation would be to look for teacher candidates in work places where minorities have found employment. For example, in many urban school systems minorities have found positions as paraprofessionals or classroom assistants. Through certification training these people could be moved into the teaching force. Other work places that often employ minorities are community centers. If these employees can't leave their positions, universities can go to them and offer teacher certification coursework there.

Business seems to have done a better job of recruiting top minority graduates than teacher education. If well qualified minorities can't be persuaded to leave corporate positions, public education can go to the corporate world and utilize those few minorities there. Public education and the private sector could agree to make the service in teaching minority high school or college students an aspect of their new careers. Leverage the corporate world to allow their minority employees to inspire and educate others.

If school districts and teacher training institutions take advantage of timing in this age of reform, it could give public education another opportunity to better connect teachers and students by addressing the differences between the most important actors in public education.

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Education Reform: School-Based Management As A Component In Student Retention

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The student, as an individual, passes through a series of stages while at each institution he/she attends over his/her educational life. Whether pre-school, elementary school (k-5), middle school (6-8) high school (9-12), or college, the student goes through a series of stages during their life cycle: entry, growth, maturity, and exit. The length of time spent in each stage is determined by a student's experience, age, and life exposure.

For parents, teachers, and school administrators, the understanding of the student life cycle (SLC) within the frame of school-based management at the local level could have an effect on the student's retention in the educational system until he/she exits through grade promotion or graduation. Student retention in our schools has become a major problem. It has surfaced in the form of lower test scores, students gravitating to easier courses when they have a choice in course selection (Guthrie, 1986), and reduced student attendance. Majority and minority students with such characteristics are viewed by school systems as "at-risk" or underachieving students.

With concern for achievement by our students, there is a belief that schools should be both the objects of and arenas for educational improvement. Most educators agree that schools should be the target of efforts to change and to improve student learning (Sirotnik, 1988). For this reason, school-based management is fast becoming a focal point of the current wave of educational reform. The goal of school-based management is to empower school staffs by providing authority, flexibility, and resources to solve local educational problems, one of which is student retention (Davies, 1989).

The purpose of this article is to show the impact of the school-based management on the student life cycle relative to student retention. School-based management will be discussed from a middle and high school focus.

School-Based Management (SBM)

The Kentucky Education Reform Act of 1990 has mandated that by January 1, 1991 each school district will have at least one school with site-based decision making. The school-based management committee will consist of two parents, three teachers, and a principal or administrator. Although this is one structure outlined in Kentucky Education Reform Act-1990 (KERA), there are other structural models across the country depending on the needs of the local community. For example, the school-based management committees in Chicago School Districts are made up of an administrator, teacher representatives, and community representative (McGee, 1990).

School-based management has been implemented to bring about significant change in educational practice and to empower the staff to create conditions in schools that facilitate improvement. To facilitate these

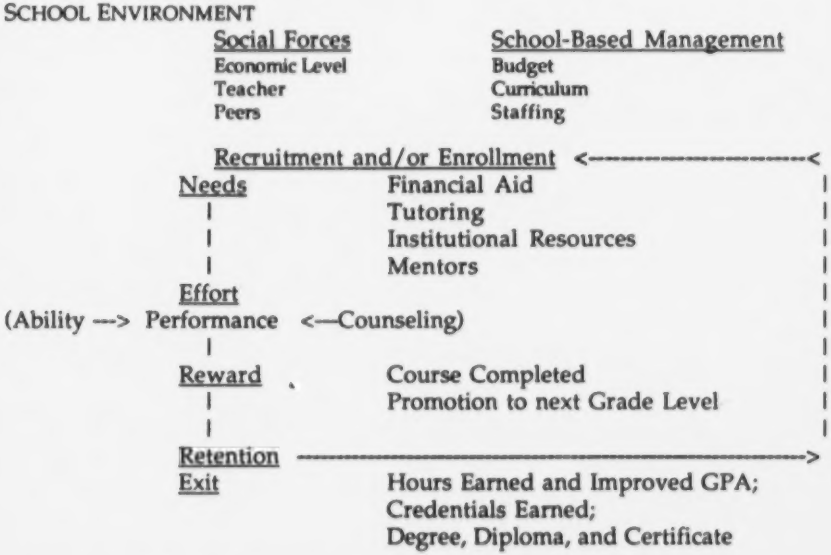
improvements, three decision making areas are critical to SBM: budgeting, staffing, and curriculum (David, 1989).

The SBM committee will have a significant effect on the school's environment. The Commonwealth of Kentucky has provided the SBM committee with $75 per pupil. In Hancock County (Kentucky), the committee will be able to reject teachers recommended by the superintendent and choose to employ additional aides. In Hancock County, the committee will have the authority to select the principal (The Hancock Clarion, 1990).

With 34% of Kentucky's high school students not graduating, student retention has been a problem for many years. SBM should have a significant impact on increasing the retention of the student through empowerment of those individuals who directly interface with the young. SBM is an environmental factor at the local level which has an influence on student retention. The influence has been felt as we have moved from mass education, represented by the central school board, to niche' education, with a concern for each individual group and local needs. The following retention model (Figure 1.1) focuses on steps to retain the student until graduation.

With successful completion of each step of the model, the student is retained for enrollment or until he/she exits through grade promotion or graduation. Student retention in the educational setting is influenced by the student's changing needs as he/she moves through the student life cycle.

Figure 1.1 A Student Retention Model



(Adapted from J. & C. Glenn Faculty Development Workshop Presentation, 1989).

Student Life Cycle

The student life cycle has four stages: entry, growth, maturity, exit. These stages in SBM decision making can influence student retention. This can be seen in the various stages over the student's life in an institution.

Entry Stage: During the entry stage of the student life cycle, the SBM committee normally will experience high information cost to inform the entry level student and his/her parents. Supplying the informational needs normally places a high cost demand on the budget of the SBM, but it normally expands the student's limited knowledge of the institution.

Growth Stage: During the growth stage, the student will experience increased parent involvement in the local school organization through the Parent-Teacher Organization, and parent volunteering. The SBM budget will find its entry level informational cost to the new student is reduced as the student's knowledge of the school organization increases. In this stage, the student and his/her parent will find their niche' in the local school.

Maturity Stage: During this stage, the SBM has a major influence on student retention through its three components: budgeting, curriculum, and staffing. SBM, with strong fund raising capabilities, can influence student retention at this stage. It is generally known that a student who is involved in the activities of an institution and/or organizations is retained until promotion or graduation. With these funds, the school can hire staff to further enrich the student's educational life. For example, the SBM through additional funding can hire a teacher who can teach in areas normally not covered by the central school district.

Exit Stage: The exit stage prepares the student for his next stage in life. This is done on a limited basis by most schools. The middle school usually has one day at the high school or the high school has one college day or career day, but no exit seminar or workshop is offered.

TABLE 1.1 School Organizational and Environmental Conditions at Various Stages of the Student Life Cycle

	ENTRY STAGE	GROWTH STAGE	MATURING STAGE	EXIT STAGE
SCHOOL ORGAN. CONDITIONS	*Info Cost	*Lower Cost	*Student Involvement In School	*Exit Service
	*Hi-Cash Demands	*Operations Efficiencies	*Retention Support Systems	*Graduate
ENVIRONMENT CONDITIONS	*Limited Facility Knowledge	*PTO	*Enrichment	*Next Stage of Life
	*Info on Parent Involvement	*Parent Involvement	*Segmentation	

(Adapted from Product Life Cycle, Boone and Kurtz, 1986, pp 214-216).

Conclusion

School-based management empowers the local professionals by giving them the authority to make decisions within the school. The power to impact decisions at the budget, staffing, and curriculum level can influence the school, organizational, and environmental conditions. This type of influence will have an impact on student retention. And lastly, the SBM committee can fund exit workshops to meet the real world exit needs of the student. This type of workshop may also influence the student retention.

RETHINKING THE FOCUS ON NATIONAL EDUCATION REFORMS: What they do not Tell us Regarding the Intricacies of the Recruitment and Retention of Minorities in Teacher Education

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Introduction

Depending upon who is doing the enumeration and how the enumeration is done, there were about 70 to 80 educational reform reports in the two decades spanning 1970 to 1990. While some may conclude that the driving force behind such national education reform reports was merely political and that such attempts were quickly dissipated as new national concerns came to the fore, the reports must be analyzed more seriously. For even if it were true that these reports are reflective of what Reagan (1985) refers to as the "locust theory", they permit us to penetrate the thoughts of the dominant ideological group(s) in this society and allow us to deal with the perceptions of those who, by and large, influence policy. In addition, while the findings of such reports may not have been subject to application on a large scale they do explain practices in several areas in the society and the failure to significantly(structurally?) change behavior in the educational arena.

This presentation does not look at the whole gamut of reports but has singled out four reports for analysis, *viz.*, A Nation At Risk:The Imperative For Educational Reform (1983); A Report Of The Holmes Group:Tomorrow's Teachers (1983); A Nation Prepared: Teachers For The 21st Century (1986); and One-Third of A Nation: A Report Of The Commission On Minority Participation In Education And American Life (1988). These reports are singled out primarily because of their popularity and/or notoriety and the impact they had and continue to have on the American populace even beyond the boundaries of the educational domain. Secondly, while those four national reports are singled out, I only intend to concentrate on their focus on minorities and, moreso, on African Americans and Latinos since those communal groups constitute the bulk of the urban population and with which this paper is directly concerned.

This paper is divided into four main parts. First, an overview of the reports is presented and an attempt is made to deal with the seeming overall primary foci of those reports. For this paper, two foci are highlighted, *viz.*, the importance of educational reform to economic dominance and the correlation that is drawn between excellence and equity. Secondly, the subject matter of each report is extrapolated to see how the presence of minorities in educational institutions is treated and how that presence in the teaching profession and teacher education programs in particular is addressed. Thirdly, there is a treatment of how those reports may have influenced the *modus operandi* of higher educational institutions in setting up specific

programs for recruiting and retaining minorities in teacher education programs. Finally, four recommendations are suggested for the recruitment, retention, and general presence of minorities in teacher education programs and the teaching profession generally.

(1) An Overview of Selected Education Reform Reports

There is a plethora of literature (Berman,1985; Darling– Hammond,1984; Feinberg, 1985; Hawley, 1985; Kirst, 1986; Pink, 1986; *et al.*) which has systematically critiqued national education reform reports and which has attributed the failure of those reforms to (1) presenting no new solutions for school reforms; (2) proposing reforms insensitive to life–in–schools; (3) assuming that schools can be improved through states and districts mandates, top–down legislative reforms; (4) reproducing the capitalist status-quo; (5) ignoring the costs of the proposed reforms; (6) failing to incorporate existing knowledge about effective instruction and organizational change; and (7) failing to address the integration of reforms at the secondary and elementary levels (Shea, Kahane, and Sola, 1990, 123–124). While those observations are of extreme importance, they fail to include the inextricable link that is drawn in those reports between educational reform and economic dominance and the concomitant correlation that is made between excellence and equity.

The educational reform movement of the late 1970s and the decade of the 1980s did not mushroom out of a vacuum. In fact, they were largely influenced by the continuing deterioration of the American economy and the feelings of policy makers that a restructuring of the educational system would cause both the revitalization of the American economy as well as its dominance in the world economy (Committee for Economic Development, 1984; Lund and Hansen, 1986; Magazimer and Reich, 1982; Martin, 1990; McKenzie, 1985; National Academy of Sciences, 1983, 1984; National Science Board Commission of Precollegiate Education in Mathematics, Science, and Technology, 1983; Phillips, 1984; Servan, Schreiber and Crecine, 1986; and Thurow,1982). An excerpt from the introduction of <u>One–Third of a Nation</u> eminently encapsulates the pivotal role of educational reform to economic revitalization and dominance: If we allow these disparities (between members of minority groups and the majority population) to continue. The United States inevitably will suffer a compromised quality of life and a lower standard of living. Social conflict will intensify. Our ability to compete in world markets will decline, our domestic economy will falter, and our national security will be endangered. In brief, we will find ourselves unable to fulfill the promise of the American dream.

Interestingly, the need to link educational reform to economic revitalization and economic dominance entailed another factor to make the equation complete. In order for educational reform to produce the benefits or end products that were envisioned, excellence had to be linked with equity. Accordingly, the National Commission on Excellence in Education pointed out rather pungently in their report, <u>A Nation At Risk</u>, that, we do not

believe that a public commitment to excellence and educational reform must be made at the expense of a strong commitment to the equitable treatment of our diverse population. The twin goals of equity and high-quality schooling have profound and practical meaning for our economy and society on the one hand or the creation of and undemocratic elitism on the other (21).

That "profound and practical meaning for our economy and society" was not spelled out explicitly in any of the reports but was stated in all of them rather implicitly. The sole determining factor that underlaid the "profound and practical meaning for our economy and society" were the rapidly changing demographics. The Census Bureau data on 18-24 year olds in the 1988 U.S. population reported a total of 27.6 million of whom 14 percent were African Americans and 10 percent were Latinos. Johnson, et al., (1987), projected that between 1985 and 2000, whereas minority workers will comprise one–third of the net additions to the U.S. labor force, shortly after the year 2000, 21.8 million of the 140.4 million employees in the labor force will be people of color. At the same time, the school population in the 25 largest cities and metropolitan areas is comprised of children of color and an anticipated 42 percent of all public school children by the year 2000 will be either those of color or those who are poor(American Council on Education, 1983; U.S. Bureau of Census, 1987).

In rather simple terms, if the majority of the increase in workers in the U.S. labor force and public schools in the immediate future will be people of color, then it is imperative that something radically different be done in order to materialize that "profound and practical meaning for our economy and society." But that is merely the idealistic notion in the reform reports. In reality, the correlation between excellence and equity is never meaningfully addressed in the reports and, as Haberman (1987) observe, "The proposed(and implemented) reforms, however, emphasize raising standards with little or no regard for real effects on access or equity." In the few cases of thoughtful analysis, which deal with the issue of impact, the reforms are shown to be potentially detrimental to all students, not merely those at risk (Cuban,1986). There is a persistent, continuing disregard of not only the current needs of the poor and minorities but of the detrimental impact which implementing many of the reforms is likely to have on future access and equity. As callous as this may seem, there is a second error which appears even more calculated. In an overwhelming number of instances, the reports begin with demographics as the statement of the problem. The recommendations for action, which come later(when the demographics are forgotten), are inevitably unrelated to the social issues. Maxine Greene (1990) in the "Foreword" to The New Servants of Power, describes the facade even more emphatically and succinctly as she notes that the contributing authors to that piece, "...break unapologetically through the mystifying claims that the reforms intend to reconcile equity and excellence [and] assert flatly, sometimes in different idioms, that fundamental inequities those suffered by [African Americans] and by women, for instance are ignored in the reform proposals and may even be exacerbated over time."

A closer individual look at the selected for reform reports makes the above critical comments rather explicit.

(2) An Examination of Selected Education Reform Reports

(a) A Nation at Risk: The Imperative for Educational Reform (1983).

This report is one of the earliest reports and one of the most popular and maligned. The report reeks with apologies and as a result, presents a rather vacillating position insofar as the issues of the importance of educational reform to economic dominance and the correlation between excellence and equity are concerned. The tone of the report is set by one of the initial set of definitive statements, *viz.*, that "...Our nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world." Despite this heavy emphasis on the need for economic dominance, it goes on rather apologetically, to state that the concerns are more encompassing.

Our concern, however, goes well beyond matters such as industry and commerce. It also includes the intellectual, moral, and spiritual strengths of our people which knit together the very fabric of our society. The people of the United States need to know that individuals in our society who do not possess the levels of skills, literacy, and training essential to this new era will be effectively disenfranchised, not simply from the material rewards that accompany competent performance, but also from the chance to participate fully in our national life. A high level of education is essential to a free, democratic society and to the fostering of a common culture, especially in a country that prides itself on pluralism and individual freedom

As one reads the entirety of the report, there is tremendous difficulty in ascertaining exactly how would those lofty, yet needed, ideals are to be achieved. In particular, the problems confronting minorities in the educational system and the absence of minority teachers are either skirted or completely ignored. The report addressed rather specifically its "Findings Regarding Teaching" and, while it makes mention of the shortcomings of the curriculum and the shortages of certain kinds of teachers, no mention is made of the need to infuse the teacher preparation curriculum with issues that relate to cultural diversity nor does it recognize the shortage of minority teachers. Rather, it finds that: The teacher preparation curriculum is weighted heavily with courses in "educational methods" at the expense of courses in subjects to be taught. Despite widespread publicity about an overpopulation of teachers, severe shortages of certain kinds of teachers exist: in the fields of mathematics, science, and foreign languages; and among specialists in education for gifted and talented, language minority, and handicapped students.

If the findings of the Commission regarding teaching reflected some inconsistencies, the litany of recommendations manifest even greater myopia with respect to the infusion of cultural diversity in the curriculum or the presence of minority teachers in the classroom. In fact, one has to assume

that there is, in the mind of the Commission, either a confusion in the utility of nomenclature so much so that minority is always equated with disadvantaged or that there is only a need for disadvantaged minorities to be addressed. The vacillation of the Commission is evident in three particular recommendations.

Recommendation A: Content
The teaching of social studies in high school should be designed to: (a) enable students to fix their places and possibilities within the larger social and cultural structure; (b) understand the broad sweep of both ancient and contemporary ideas that have shaped our world; (c) understand the fundamentals of how our economic system works and how our political system functions; and (d) grasp the difference between free and repressive societies. An understanding of each of these areas is requisite to the informed and committed exercise of citizenship in our free society.
When one considers the pivotal role of the curriculum and moreso, the reproductive nature of (Anyon, 1979; Apple, 1979, 1982; Apple and Weis, 1983; Bourdieu and Passerron, 1977; Bowles and Gintis, 1976; Bullivant, 1981; Carnoy, 1972, Focault, 1970, 1972, 1977; Giroux, 1981; McCarthy, 1990: Williams, 1961, 1976; *et al.*), it is surprising that the Commission did not see it fit to mandate the explicit infusion of cultural diversity into the curriculum thereby averting the perpetuation of a Eurocentric curriculum. But if Recommendation A: manifests the impotence of the Commission's perceptions as to how equity and excellence could be achieved, the following two Recommendations manifest the lack of seriousness with which the Recommendations were made:

Recommendation B: Standards and Expectations
Because no textbook in any subject can be geared to the needs of all students, funds should be made available to support text development in "thin market" areas, such as those for disadvantaged students, the learning disabled, and the gifted and talented.

Recommendation E: Leadership and Fiscal Support
The Federal Government, in cooperation with States and localities, should help meet the needs of key groups of students such as the gifted and talented, the socio-economically disadvantaged, minority and language minority students, and the handicapped. In combination these groups include both national resources and the Nation's youth who are most at risk.

With respect to Recommendation B, there is no specific provision made for the source of the funding, while in Recommendation E, there is that presumption that reform can be brought about through top–down legislative reform.

(b) A Report of the Holmes Group: Tomorrow's Teachers.

This report addressed the area of teacher education and teacher preparation primarily from the academic administrative perspective. At the

outset, the report indicates that "...Current demographic factors will make it especially difficult to obtain an adequate number competent teachers in the coming decade." If the prospects for attracting "competent" teachers regardless of racial, ethnic, class, or gender backgrounds are deemed to be gloomy, the prospects for recruiting minorities and women into the profession are even more grim.

Affirmative action achievements of the past decade have also contributed to the situation. The nation's schools can no longer count on a captive market of bright, energetic minorities and women, for they now have attractive alternatives in business, industry, and other professions. Thus, the schools must not only compete in ways they never have before, they must do so at a time when the potential talent pool is decreasing, the demand for new teachers is increasing, and the reputed nature and returns of teachers' work, even given effort and success, are unattractive.

Despite the group's analysis of the situation regarding minorities and women in teacher education programs, there were no clearly defined recommendations as to how those needs could best be met. Instead, the group concentrated on revising the teacher education programs, *per se*. Using the analogous example of the medical profession and its clinical aspects, the group's strongest point was that a triad could be set up (Professional Development Schools) with practicing teachers, administrators, and university faculty working in partnerships. Ostensibly, such an arrangement could make possible the direct involvement of prospective teachers and university faculty in diverse situations inclusive of minorities and inner city environments. Interestingly, there is no mention made as to the unpreparedness of the university faculty to deal with both culturally diverse populations and inner city situations. According to Haberman (1987),

> The simple fact is that college professors have not prepared teachers to be effective in urban schools [and culturally diverse populations]. Professors in current programs possess a broad research/knowledge base and can show how to set goals, clarify, and evaluate. But the professor is rare who can translate the implications of the knowledge base into practical applications for teacher candidates and practicing teachers in urban schools. Education professors cannot themselves teach in urban [and culturally diverse] classrooms for extended periods on a regular basis nor should they. This is not an indictment of university professors: It is a fact that recognizes a differentiation of roles.

The troubling question that the Holmes Group poses implicitly and does not deal with is "Who will provide knowledgeable leadership in the clinical process given Haberman's contention?"

(c) A Nation Prepared: Teachers for the 21st Century

In many ways A Nation Prepared is an echo of the preceding education

reform reports. In particular, it echoes the need for the educational system to be revamped in order that the U.S. may enjoy a position of economic dominance in the global economy and the need for "creative" ways to be established so that the paucity of minority teachers may be effectively dealt with. Interestingly, it is the only reform report that dedicates an exclusive section to the issue of minority teachers and, more importantly, the only report that calls for a radically new approach to dealing with the problems in the educational system and not measures that simply shore–up the system.

> Much of the rhetoric of the recent education reform movement has been couched in the language of decline, suggesting that standards have slipped, that the education system has grown lax and needs to return to some earlier performance standard to succeed. Our view is very different. We do not believe the educational system needs repairing; we believe that it must be rebuilt to match the drastic change needed in our economy if we are to prepare our children in the 21st century.

To say the least, the intent of the group in "not repairing but rebuilding" the educational system is highly commendable. But can one take that position proverbially `to the bank' or is it merely another deposit into the huge accumulation of rhetoric? In my opinion, there is nothing in the report that significantly steers away from "much of the rhetoric of the education reform movement".

A Nation Prepared, like all other education reports, called for an increasing of academic standards, a large part of which is manifested in testing. At the same time, it calls for increasing the pool of minority teachers, cognizant of the fact that the matter of testing has been one the formidable barriers to increasing the pool of minority candidates in teacher preparation programs. Olson (1988), quoting from an unpublished report on "The Effects of Competency Testing on the Supply of Minority Teachers" by G. Pritchie Smith, notes that with respect to the performance of minority candidates:

> Typical first time passing rates on the exams ranged from 15 percent to 50 percent for [African Americans] candidates, and from 71 to 96 percent for [Euro–American] candidates. The passing rates for other minorities were also significantly lower than for [Euro–American] candidates. They ranged from 39 percent to 65 percent for [Latinos]; ...; and 20 percent for [Native American Indians]. In that same report, Olson(1988) contends that between 1983 and 1988, 19 states virtually " eliminated approximately 37,717 minority candidates and teachers including 21,515 [African Americans], 10,142 [Latinos], 1,626 Asians, 716 [Native American Indians], and 3,718 members of other minorities." In a rather bland and superficial recommendation, the group suggests that in order to avert the obstacles of testing,

> A National Board for Professional Teacher Standards should be set up. Allegedly, the procedures to be adopted by the Board will transcend the stereotypical manner used in testing candidates, i.e., multiple choice examinations, and usurp instead, "...state–of–the–art techniques of formal examinations as well as rely in part on the observations of highly trained and experienced teachers of candidates' actual teaching." The report does not state specifically how this arrangement will offset the obstacles traditionally experienced by testing other than to include a rather soft suggestion that multiple assessment " should be designed not to eliminate candidates but to identify deficiencies in preparation that need to be corrected before a certificate is granted [with each candidate having] as much time as is needed to complete the assessment process." The ramifications of finitude with respect to completion of certification requirements, financial remuneration during the process, the socio–economic and cultural background of the students being taught, *etc.*, are not dealt with and do present some real problems particularly for minority teachers.

While the issue of testing and licensure presents some real problems, of even greater concern to minority candidates in teacher education programs is the recommendation of a singular, presumptuous paradigm for teacher preparation programs and the increased requirements. Four years of college education is not enough time to master the subjects to be taught and acquire the skills to teach them. The undergraduate years should be wholly devoted to a broad liberal education and a thorough grounding in the subjects to be taught. The professional education of teachers should therefore take place at the graduate level. An alternative might be to combine the undergraduate program and a graduate degree program, awarding both the bachelor's and graduate degree. In either case, the states and higher education institutions should abolish the bachelor's degree in education. Such a recommendation is fraught with problems particularly when one considers that the report makes no mention of increased funding for teacher education programs and suggests that the "states and higher education institutions should abolish the bachelor's degree in education".

The alleged quest to link equity and excellence has certainly dealt a death blow by this recommendation . There are two very important implications those recommendations have for attracting minorities in teacher education programs. By their own admission, the group conceded that "Existing undergraduate student aid programs, no matter how generous, usually leave low income students with some level of debt." Since that is the case it is very unlikely that minority students, most of whom qualify as low–income, will want to continue even if, as the group recommends, "The Federal government should refocus all financial aid relating to the preparation of teachers to the graduate level." A second consideration has to do with the

suggestion that state institutions and higher education institutions should "abolish the bachelor's degree in education". This makes the group's recommendation on `Strengthening the African American Colleges' rather `tongue in cheek'. Precisely, because predominantly African American Colleges and Universities still produce most of the African American education baccalaureates, they will become either redundant in the change–over or exist at the whims and fancies of the majority institutions who will determine how they prepare their undergraduates. Additionally, research on how African Americans and Latinos fare at the majority institutions indicate that there will be a continuous decrease in the number of minorities in teacher education programs.

(d) One-Third of a Nation

This report represents the contention of Haberman (1987) that while these reports "... begin with demographics as the statement of the problem, the recommendations for actions, which come later (when the demographics are forgotten), are inevitable unrelated to the social issues"(9). Undoubtedly, One-Third of a Nation more than any other of the reports articulates rather pellucidly the social issues surrounding the problems of decreasing minority participation in the productivity of the society.

Minority Americans are burdened not by a sudden, universal, yet temporary economic calamity, but by a long history of oppression and discrimination. They remain largely segregated in minority neighborhoods and minority schools. For many, full participation in the dominant culture imposes a painful choice: to dilute or abandon a rich and distinctive heritage. Above all, they are marked by the color of their skin as different, and therefore more vulnerable.

The committee recognized the endogamous nature of the problem in the American society and its far–reaching implications. Yet, as one combs through the report there are no profound recommendations made. In fact the recommendations are rather superficial and are pretty much left to the vicarious responses of individual groups wanting to do something about the grave situation. Of particular concern to this paper, is the fact that the report seems to suggest that any hope for amelioration of conditions is inextricably linked to the well-being of the American national economy and the predisposition of the Federal government towards the eradication of the practices that produce such conditions for minorities. In essence, the burden of amelioration is placed in the lap of the Federal government which has had a history of exhibiting benign neglect for minorities down through the centuries. The committee must either have had its head buried in the sand or been intent on making another deposit into that accumulation of rhetoric. Consider the following commentary that follows their recommendation which challenges the nation's elected officials to lead the efforts to assure minority advancement

The role of the White House deserves special mention. The presidency remains the preeminent platform of political and moral leadership in

America. So if the presidential trumpet gives forth an uncertain sound, who then will come to battle? .... Without such leadership, Congress is unlikely to support the measures that make progress possible. Without such leadership, federal, state, and local agencies are unlikely to lend their full energies to the cause. And without such leadership, the American people are unlikely to think as deeply about the challenges they face, or act as energetically on behalf of minority advancement. If in fact the committee is right, and I think they are, then what good does a reform report do which merely articulates the problems and falls far from proposing clear workable solutions? The legacy of the eight year Reagan era continued by the Bush administration certainly do not give minorities much hope. The increased incidents of racial antagonism as well as vocal public pronouncements against Affirmative Action programs are manifestations of the unwillingness of the vast percentage of the majority population to make attitudinal changes necessary to ameliorate conditions.

The education reform reports, then, while articulating the problems and obstacles that prevent minorities from participating in teacher education programs have in a large measure provided no clear direction which may be taken to reverse the situation. Rather, by pairing excellence and equity, they have in most cases failed to address the issues of equity except cerebrally, and have caused the problems and obstacles that prevent increased minority presence in teacher education programs to become more ingrained by suggesting lofty, idealistic standards.

(3) Influence of Education Reform Reports on the Recruitment and Retention of Minorities in Teacher Education

Despite the superficiality of the recommendations of the reports regarding the recruitment and retention of minorities in teacher education, there are a few institutions that have made some effort to deal with the problems. However, according to Carter and Wilson (1989),

> ...The activities undertaken to date have met with mixed success. A study of campus trends indicated that although a majority of colleges and universities have activities underway to increase minority participation on their campuses, 60 percent of all administrators surveyed related their own institution's ability to attract African American students as "fair" or "poor"(El-Khawas, 1989). Two-thirds said the same for attracting [Latino] students. That 'mixed success' referred to by Carter and Wilson is evident in the number of minorities who successfully completed the baccalaureate degree in education. Between 1976 and 1987, there was a 56.8 percent drop in the number of minorities who received the baccalaureate degree in education. Of that drop, there was a 70.1 percent drop among African Americans and a 21.5 percent drop among Latinos. At the master's level for the same period, there was a 46.8 percent drop

> for all minorities with a 57.8 percent drop among African Americans and a 7.8 percent drop among Latinos. The actual figures of the doctorate awarded in Education in 1988 are rather alarming. Of the 6,349 doctorates in Education awarded in 1988, Euro-Americans accounted for 4,790 while 360 went to African Americans and 180 went to Latinos (Carter and Wilson, 1989, pp. 30-32). The statistics reveal that that `mixed success' is a rather charitable description of what is indeed an alarming situation. What is even more interesting is the recognition that many of the graduate degrees in education are not being awarded by majority institutions but by Historically Black Colleges and Universities (HBCUs).At the master's and doctorate levels, education remained the number one choice for HBCU students. Yet, the number of master's degrees in education declined by 21.2 percent during the 1982-1987 period and the doctorates in education more than quadrupled. Education Ph.D.s comprised 46.9 percent of the doctorates awarded by HBCUs in 1987, and 47.6 percent of all master's degrees granted by HBCUs were in education (Carter and Wilson,1989, 16).

It is my opinion that the continuing decline in the number of minorities in the teaching profession and teacher preparation programs is in part due to the rather superficial treatment of the issue and the recommendations made by the reform reports have only served to exacerbate the problem. Merely providing additional financial assistance or increasing student recruitment efforts may simply mean initially having larger numbers but not ensuring that larger numbers actually successfully finish the programs or enter the classroom as a teacher. A large part of the explanation of the problem may have to do with attitudinal issues which, with the exception of One-Third of a Nation, was not dealt with in the reports, and even when it was dealt with was not sustained into any substantial discussion. In the Metropolitan Life Survey of the American Teacher, (1988), the issue of attitudes with regard to the need for minority teachers is interestingly raised:

> Although the need to recruit more minority teachers may seem obvious to some, many teachers, especially non-minority teachers, do not agree. Most minority teachers (67%) say that increasing the number of minority teachers is very important, but only 25% of the non-minority teachers think so (Genevie and Zhao,1989,15).

In essence, the education reform reports have largely negated the issues that surround attitudes in the recruitment and retention of minorities in teacher education programs and by so doing, have failed to deal with the intricacies of such efforts.

(4) Recommendations

As I stated earlier in this paper, One–Third of a Nation rather sheepishly raised the social issues underlying the presence of minorities in the educational system but failed to sustain a discussion let alone produce any substantial recommendations dealing with those perspectives. In a rather explicit manner, One–Third of a Nation conceded that "While adoption of these strategies is an essential condition for progress, carrying them out will not be easy [since] changes in attitudes as well as policies and programs will be required." Haberman (1987) describes the issue of attitudes in relation to the presence of minorities in education rather aptly in his `Reasons for the Urban Teacher Shortage' under the rubric of racism:

> Racism is a common explanation for why good urban [and minority] teachers are in short supply. This explanation refers to institutional racism: i.e., factors in university selection, state certification, and school district hiring practices which prevent members of minority groups and those sympathetic to minorities from entering the profession. Explanations of racism also refer to individual preservice teachers who practice teach in urban schools but then seek employment elsewhere; and it refers to licensed teachers in urban districts who do not expect their students to learn, and who do not actively teach, but pass their days as assignment–makers and jobholders. There is an extensive, compelling literature detailing this manifestation of racism among teachers (Payne,1984). The problem is not simply individuals who will not become urban teachers or who readily quit; the problem is defined primarily in terms of the inadequacy and racism of those who choose to remain in urban settings as "lifers" and who do not teach in an active, enthusiastic manner.

The pervasiveness and pernicious dimensions of racism in the American society are well–documented and Myrdal (1944) and DuBois (1961) foresaw its malignancy as eroding the very fabric of the American society. Dubois was rather explicit in contending that "The problem of the twentieth century is the problem of the color line, the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea (1961, p. 23).

Despite the centrality of racism in the American society, there is a tendency to overlook its presence and in fact to act as though the legislative orders which were passed have caused it to be obliterated. Precisely because of that tendency, there is a response to its divisiveness unconsciously which helps to perpetuate the *status–quo* position. The earlier Kerner Report warned that racism, if not checked, will create two Americas 'one black and one white.' As late as 1988, the Kerner Report Updated was frustrated to find that much had not changed and pleaded that "We must bring the problems of race [and its corollary] unemployment, and poverty back into the public

consciousness, [and] put the back on the public agenda"(1988, p. 16). As one analyzes the education reform reports, the problems of race are not brought into the public consciousness but are dealt with rather indirectly albeit in a negative manner. The weakest position in those reports, in my opinion, is the seeming insistence implicitly on finding same race, same gender, (and same class?), to teach same race, same gender, (and same class?). If we are not going to repair the system but rebuild it then we must engage in a radical transformation of it, much of which has to do with attitudes. I am not suggesting that we ought not to be aggressive in our efforts to recruit and retaining minorities for the teaching profession at all levels; that is an imperative and not an alternative. But unless we are prepared to deal with the frustrations involved in such efforts *ad infinitum*, we must begin to view the problem in a wider perspective, to go back to its *sui generis* if you wish. To begin with, there is a certain predicated failure in our efforts concentrated only on recruiting and retaining minorities given the present realities.

> By the year 2000, 50 percent of all urban school children will be from ethnic minority groups. Concurrently, only 5 percent of all college students will be from ethnic minorities. This small percentage is the pool preparing for all professions, not just the teaching profession. Attracting enough teachers from minority groups to develop anything close to a representative number in urban school classrooms is a totally unrealistic expectation ____ even if every minority group teacher candidate elected to teach in an urban school. Indeed if every minority group member in college became a teacher, minorities would still not be adequately represented (Haberman, 1987, p. 3).

Further, we are not going to significantly change attitudes that are largely responsible for this state–of–affairs unless we begin to cause the majority population, Euro–Americans, to come face–to–face with the intricacies of the problem. Consequently, this paper makes four recommendations for ameliorating the conditions that lead to the paucity of minorities in teacher education.

(a) **The educational system should take the lead in bringing back the issues of race, class, and gender into the public consciousness and cause such issues to be listed high in priority on the public agenda.**

We must be careful, however, that in focusing our attention on the issues of race, class, and gender that we do not get into amorphous issues that seem to resemble the issues of race, class, and gender but which in reality are a facade such as is seen in many attempts at constructing a "multicultural curriculum" (Mattai, 1990; McCarthy, 1990). To simply add a few elective courses or units to the curriculum that address such issues is not enough and may be what James Banks describes as "tepees and chitlins [strategy whereby] .

...students see ethnic issues and events primarily as an addition to the curriculum and consequently as an appendage to the main story of the development of the nation and the core curriculum" (Viadero, 1990, p. 11). Nor must the focusing on such issues emphasize the negative aspects of the people covered under those rubrics since such an approach, according to Guyatri Chakravorty Spivak, only serve to "reinforce [the place of women and members of minority groups] on the margins of culture" (Winkler, 1980, A8). Perhaps Cornell West's call for what should be done in approaching the issues of race, gender, and class, is most instructive (Hooks, 1990; Winkler, 1990). According to West, this approach should be informed by new research which:

> "Put social theory at the center [and] scholars begin analyzing the structures and institutions that have an impact on culture ____ such as market forces or the worldwide accumulation of capital by international corporations.
> ...Undertake the comparative study of those forces in different cultures.
> ...Provide a synthesis that would look for the common concerns and issues that affect women and members of minority groups. Such a synthesis might focus . . . on the struggle for the rights of citizenship.
> ...[And finally], we need to ask, What do we mean by modern democracy and does America have the cultural resources to answer that question," (Winkler, 1990, p. 13).

The issues on race, class, and gender while initially raised in the educational arena, must transcend those boundaries and become "linked to larger movements and political projects aimed at securing social change" (McCarthy, 1990, 98).

(b) **All college and university professors involved in teacher education at majority institutions should be assigned, at least one academic year, to the faculty of a Historically Black College and University.**

I already alluded to the fact that most college and university professors at majority institutions do not have any familiarity, or a smattering at the most, of working with culturally diverse populations. It is not enough to suggest and even implement programs whereby such professors occasionally relate to inner–city schools that have large populations of minorities. Invariably, such relationships are superficial and artificial and yield very little meaningful outcomes. Moreover, such professors need to form ". . . new, [and] more honest, forms of cooperative relationships [and] . . . to work outside the aegis of the university where university faculty and university organizational needs dominate their relationships" (Haberman, 5). Precisely because of the nature of the HBCUs and their integral relationships with the communities

in which they exist (primarily urban and predominantly minority populated), such professors will be `forced' into coming into intimate contact with the mores, norms, and values of the minority communities and, hopefully, influence a favorable reassessment of their role in the classroom. Simultaneously, many of the HBCUs which lack adequate and `qualified' faculty members will benefit from such an exchange. It is understood that the institution from which the visiting faculty member is coming will be responsible for the visiting faculty member's salary and fringe benefits while the host institution will be responsible for incidental expenses. The same arrangement can be made with institutions that have a large percentage of Latinos and that is located in a predominantly Latino community.

(c) **Teacher education programs at majority institutions should establish partnerships with HBCUs so majority students may do internships at those HBCUs and the surrounding communities where they are located.**

The relationship that is established will have to be one that is built on mutual respect and with no hidden agendas. It must not be one in which there is a superior and subordinate relationship but one which engenders a spirit of cooperation and willingness to work on the solutions to the problems. In preparation for such experiences, majority students should be exposed to several seminars in cultural diversity and more particularly, an exposure that causes them to "examine both the ideological and institutional nature of schooling in the [predominantly African American] South and the interplay of both in the education of an oppressed class of American citizens" (Anderson, 1988, 3).

This exposure will help many majority students to return to their hometown with a different view of minorities; one that is hopefully favorable. This program will offset the hesitancy that many majority students have in wanting to go into the minority communities close to their home-town and also cause them to have a concentrated exposure rather than a superficial one.

(d) **Finally, and perhaps most problematic, is my recommendation that all candidates seeking a permanent licensure status as a teacher in the public schools should have successfully served, for at least one year, an employment period in an urban school setting which has a predominance of minorities.**

The emphasis on this recommendation is on the words 'successful' and 'minority schools.' It is important that those who engage in such a task exert a genuine commitment to the students' welfare and become *au fait* with their environment, needs, and concerns. A team of school administrators, faculty supervisors, university/college professors, and parents may be constituted to do the evaluations and such evaluations should be frequent during the course of the school year. The teacher, in addition to classroom activities,

should become involved in some extra-curricular activities in the community and such involvement should become an integral part of the evaluation.

Conclusion

It is my opinion that one of the primary underlying problems in our quest to increase the number of minorities in teacher preparation programs is that of attitudes. Unless we work feverishly to change attitudes we will forever be working at ameliorating the problems with increasing levels of frustration. The problem is not new nor has it arisen overnight; "fly-by-night" solutions will not suffice. The same educational system that created the dastard socialization patterns that gave rise to prejudices and discrimination can be rebuilt to create a society that is tolerant and appreciative of diversity.

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The Impact of Nationwide School Reform on the Recruitment and Retention of Black Males in Teacher Education: A Philosophical Perspective

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Introduction

The national severe shortage of Black teachers has been the subject of much debate at the local, state, and national levels for the past decade and the situation appears to be eroding. The typical college of education that enrolls an average of 400 students will have about 22 Black students. Historically, Black colleges enroll over 30 percent of the Black teacher education majors in the nation. A closer look at these statistics would reveal that of this meager number of Blacks in teacher education programs, the greatest percentage is overwhelmingly female (AACTE, 1989).

While many of the numerous "national reports" and the education "reform" movement pay lip-service to the goal of a multicultural teaching force, Black teachers are an endangered species and Black male educators have all but ceased to exist. We realize that this problem does not start at the college level, however, the teacher education preparation programs are very much a part of this problem.

Kunjufu (1984) concludes:

> We must develop programs and organizations to protect and develop African-American boys because a conspiracy exists to destroy African-American boys. The motive of the conspiracy is racism, specifically European-American male supremacy. The conspiracy has become more complex when often times the perpetuators reside in the home and in the classroom. It is most destructive between the primary and intermediate grades. The method is to eliminate positive male role models; discourage emotional and spiritual development; de-emphasize academics while technology becomes more complex. The similarities between the development of African-American and European-American boys are that both groups are encouraged to be aggressive and develop the body, but European-American boys have more positive male models, especially at home, on television, and in the business community. The major difference between African-American and European-American boys is European-American men run the world, therefore European-American boys will be taken care of, as best exemplified by the fact that a European-American man possessing a high school diploma earns more than a European-American woman, African-American man and woman possessing a college degree.

We realize that Black women are also being excluded in large numbers from the teaching profession in the name of "reform" and are oppressed, but there will be no debate here on who is most oppressed. However as Kunjufu

(1984) points out, "Black boys become Black men" and if they are destroyed before they become men, the burden is greater on the Black women in raising them.

Being Black in America has always meant to be treated differently. To be Black and male is to experience horribly devastating economic changes. In 1973, 55 percent of Black males earned enough to help support a family. By 1984 this figure was down to 23 percent. AIDS, drugs and homicide have sent death rates for Black men between the ages of 15 and 44 soaring. Although only 6 percent of the population, Black men constitute almost 50 percent of the prison population (QEM, 1990). Gary Orfield (1988) pointed out that "school reform has not focused on the heart of the problem within educational institutions; that is the deeply ingrained systemic inequities that deny minority students, at each phase of the educational pipeline." This includes the way we select, admit and retain students in teacher education.

The overall enrollment of Black students at the undergraduate and graduate level has decreased. The number of Blacks enrolled in higher education is lower in number and in percentage than it was 10 years ago, and significantly, more Black women than Black men are pursuing higher education.

Black Teachers in Historical Tradition

Teaching, historically, was one of the most highly respected professions in the Black community. During the civil war and through reconstruction, Black education became a public policy issue. Blacks did not wait for the government to solve education issues, they recognized the need for and sought education (Berry & Blassingame, 1982).
In the 1860s Blacks saw the need for education to survive and whites sought to limit their accomplishment of this goal. An example of this occurred in Georgia. During the early twentieth century in counties where Blacks were 75 percent of the population, the expenditure for Black children was only 7 percent of that for whites. White teachers received $42.85 per month and Black teachers $19.85. The first Black high school in the capital, Atlanta, did not open until 1924 (Berry & Blassingame, 1982 p. 265).

After the establishment of Black colleges, a college education had tremendous impact on the students who attended these schools and many were advised to return home and "uplift their race." Teaching and preaching were the occupations most often chosen by the graduates. Many of these graduates tried to establish Black schools, a difficult task indeed, yet many of them succeeded. Lawrence Jones in Braxton, Mississippi began his school under a tree (Berry and Blassingame, p. 271).

Black men have always been at the forefront of educating Black people. Men like W.E.B. DuBois, Hiram Revels, James Burris, John Barris, Henry Proctor and Booker T. Washington to name a few. As indicated above, under very trying circumstances three generations of Black teachers inspired students to become doctors, lawyers, astronauts, engineers and other professionals.

The Impact of Education Reform on the Shortage of Black Male Teachers

A number of conditions contributes to the demise of the Black male educator. The conditions range from expanded career opportunities, poor working conditions, poor salaries, the use of standardized examinations, and to lower over-all enrollments in college. It is estimated that by the year 2000, 50 percent of all urban school children will be from ethnic minority groups and only 5 percent of all college students will be from these groups. According to Haberman (1987), if all of the 5 percent enrolled in teacher education, the number would still be inadequate.

At the very base of many factors affecting the decline of the Black male in teacher education is the "fact" that the educational system has not been effective in educating Black children. The system is not working as seen by the disproportionate number of Black males labeled mentally retarded, suspended, expelled, and shoved in special education classes, the number of Black men in prison and in the justice system waiting for prosecution or on parole, etc.

A close look at the Milwaukee Public Schools in 1989 will show that of 5,716 African-American males enrolled, less than 20% have cumulative grade point averages of 2.0 or higher. Black males comprise only 27.6 percent of the students and were 50 percent of those suspended. Between 1978 and 1985, 94.4 percent of all students expelled from the system were African-American.

When this data was broken down on the basis of sex, the statistics on African-American males were even more disturbing. Of 5,716 African-American males enrolled, only 135 had g.p.a.'s between 3.0 and 4.0. During the 1989-1990 school year, 50 percent or 3,565 of the students suspended were Black males (Educating African-American Males: A Dream Deferred, 1990).

With statistics like those above and other similar studies in numerous school systems, we are convinced that the current system is a failure for Black male students. If these trends continue, the obvious conclusion is that overall fewer Black males will meet the "criteria" for entry into teacher education.

Along with a meager success rate in the public schools in terms of the number of Black males graduating prepared for college, the relatively new educational assessment criteria in the name of "the education reform movement" and "excellence in the schools" have had a devastating impact on Black males and other minorities attempting to enter the teaching profession. Although a number of the "national reports" list recruiting minority teachers as a goal, this kind of equity appears to have low priority in the school reform movement.

While the American public perceives the quality of education to be less than acceptable, the general consensus is that the "low quality" educator is to blame. A number of the national reports and commissions focused on the lack of standards in many schools and colleges of education. This general trend in the literature has resulted in mandates mostly at the state level, which have exacerbated the current shortage of Black male and minority

teachers in general. The definitions of quality, excellence and teacher education improvement, have been generally accepted as increasing test scores. Most states have imposed testing requirements before, during and after teachers complete their programs of certification, with little attention being paid to the reliability of the tests to assess the "quality" of teaching. In fact, many of the test producers suggest that their measures may not get at the "quality teacher" issue. Blacks and other minorities have "failed" these tests at much higher rates than white students. Other "reform" proposals detrimental to Black male and minorities includes the Holmes Group proposal which calls for a five year curriculum in teacher education. This will impose another layer of financial burden on the already hard-pressed Black and other minority groups.

As stated in Visions of A Better Way: A Black Appraisal of Public Schooling (1989),

> Low numbers of Black teachers constitute a fundamental barrier to enhanced achievement by Black students. All teachers can serve as role models and can develop classroom environments conducive to learning, but what is the hidden curriculum, what lessons in citizenship and in social relationships do our children learn, when they notice, as they inevitably do the absence of people like themselves in positions of authority in their schools? Until more children look into the eyes of teachers and see themselves reflected and until more teachers look into the eyes of children and see themselves reflected many of those children will feel excluded from the educational enterprise.

A New Refreshing Reform Movement

With the ever present "gloom" and "doom" of education reform and its indisputable negative impact on Black male teacher educators and Black males in general in higher education, there are glimmers of hope around the country. As stated above, Black boys become Black male teachers and failure does not begin at the college level. Some educators "scoff" at the prospects of some of the strategies currently being implemented by some African-Americans in our quest to educate the African-American male.

Holland (1989) suggests that "an epidemic of academic failure is overwhelming Black, inner-city male students." He points out that many of them are barely literate and that a staggering percentage drops out of school. The most common reasons cited in the literature are that these young males come from poor, single-parent female headed households and have no positive male role models, and view the educational setting as feminine. Holland suggest to override these obstacles, we need to develop new models in the school. He states that "no matter how nurturing, loving, and kind women may be, they just do not constitute appropriate role models for these young boys." He states that the situation is different for inner-city young

Black girls in that they are exposed to positive Black female role models particularly at the elementary level.

In 1987, Holland proposed all male classes taught by male teachers. Sample classes were tried in Dade County, Florida. According to Holland, the results were "truly gratifying." On all academic and behavioral measures assessed, the boys in these classes outperformed their male peers in a control group taught by females in co-educational classes. Unfortunately, complaints were filed with E.E.O.C. and the classes were closed, however other efforts are now underway.

Dr. Holland's efforts or philosophy did not end with the Dade County schools. Today Dr. Holland heads the Center for Educating African-American males at Morgan State University in Maryland. The center houses Project 2000.

The primary goal of Project 2000 is providing positive male role models (particularly African-American males) in the daily life of inner-city African-American boys in the Baltimore City Public Schools, so that they can be provided with alternatives to types of male role models who often characterize their non-school environments.

Three elementary schools in Baltimore were selected as pilot schools for this project. Teacher assistants (volunteers) will be recruited from business, government, civic and other institutions. This cadre of men will be composed of bus drivers, doctors, lawyers, policemen, firemen, etc. All volunteers are asked to spend a half day per visit. Holland states that if the Black male is to be removed from the "endangered species" list, educational reform must be radical and focused on the educational needs of Black male children during the primary years.

Other functions of the center beyond providing Black male role models include an aggressive effort to recruit Black male high school students to the teaching profession, curriculum revision that focuses on the cognitive needs of Black males, teacher training in learning styles of Black male students, involving the community in the education of Black males, parental participation for academic reinforcement and development, and research and intervention on overcoming peer pressure against academic achievement.

Another highly publicized researched proposal is "Educating African-American Males: A Dream Deferred" by the African-American Male Task Force, Milwaukee Public Schools. The results of this task force co-chaired by Mr. Kenneth Holt, Principal, Bell Middle School and Reverend Louis Sibley, Zion Baptist Church, resulted in a Board Resolution with the following goals:

Primary Goal

- To improve the academic achievement levels of African-American Males in the Milwaukee Public Schools.

Secondary Goals

1. To increase the number of African-American males who remain in the Milwaukee Public School System through high school graduation.

2. To insure that the academic achievement of African-American male youth is at a level that will enable them upon graduation from high school to enter the work force or to attend college fully prepared to be successful and not in need of remediation.
3. To increase the numbers of African-American males who possess the requisite skills to successfully earn a college degree.

Among the structural variations, the task force recommended the establishment of African-American Male Immersion Academies at the elementary, middle, and secondary levels with emphasis on addressing the need of African-American males. Other recommended changes include district policy in regard to homework, summer enrichment programs and embodying the notion that "all" students can learn. This proposal also includes increasing the number of African-American teachers in the system.

As a result of the efforts of the task force, one elementary and one middle school are scheduled to open in the 1991-92 school year.

Teacher education reform is not working for Blacks and some other minorities. We believe the case is clearly made for this statement especially for those attempting to enter teacher education.

Around the nation other related "reform" efforts are taking place in an effort to address Black male negative educational circumstances. These include Pine Villa Elementary School, Miami, Florida; Eastoner Elementary School, Charlotte, South Carolina; Project 2000 in Washington, DC; and the Black Male Explorers programs at Florida A & M University.

Some, including Black academicians believe that the establishment of all Black male classes or schools is not the answer. As with the early experiences involving programs of this nature, we fully expect these programs to come under attack from various segments of society. We fully support these efforts and hope "concerned" Americans will rally behind these programs. Clearly, what we have today is not the answer -- why not give it a try?

Commitment to Minorities in General and Black Males in Particular

Educational reformers, beginning with the widely-acclaimed Tomorrow's Teachers: A Report of the Holmes Group (1982), only made passing and cursory reference to minorities in the global reform picture and the report made no attempt to address the serious problems facing Black males in the education spectrum. Grant and Gillette (1987), vigorously attacked this lack of attention and commitment to minorities from a major so-called reform group. Grant and Gillette pointed out "that the Holmes Report made a minuscule-one paragraph of 22 lines reference to this vital issue, minorities.

The Holmes Group follow-up reform work, Tomorrow's Schools (1990), while offering a vast improvement toward reform for minorities in general but again, a focus to deal specifically with Black males was absent.

The authors' research failed to uncover any significant effort, as a part of the many calls for educational reform, that has even a passing commitment towards the plight of Black males. Furthermore, it appears that reform movements of the eighties (both through national organizations and by the

various states) focuses on the white middle class with only token consideration to Blacks and other minorities. This is especially detrimental to Black males effort to become teachers and even more disastrous at thwarting all minorities from entering the teaching profession. This is very ironic at a time when the proportion of minority students in the nation is expected to reach 30 percent. In addition, the American Association of Colleges for Teacher Education's (AACTE) Teacher Education Enrollment Survey (1990) showed that only 6.8 percent (or 33,436 of a total of 493,606 students in our nation's schools of education) were Black. It is apparent that the lack of minorities and Black males at both the K-12 level and in higher education is a two-fold, crucial issue facing our nation. This issue, according to a variety of Black scholars as reported by Wiley (1990), will inevitably cause the Black male to be "dissolved into oblivion with Black America not far behind." Alarming and as frightening as the previous statement is, our educational reform efforts clearly seem to be pointed in this direction.

Standardized Testing

The school reform movement began around 1980 and, since that time, it has kept Blacks and other minorities on the bottom rung of the education ladder. Blacks were on the bottom rung with the publishing of A Nation at Risk, often regarded as the signal that began educational reform.

Once the fallout from A Nation at Risk took place, Wiley (1990) pointed out that wide-spread use of standardized, multiple choice exams and stricter teacher certification requirements have done more to stifle educational opportunities for minorities than any other development in recent history. This standardized testing craze was (and still is) being done under the guise of reform. Along with standardized testing, Florida, Texas and other states announced more stringent college entrance examinations which prevented minorities and Black males from pursuing four-year degrees (at a time when increasing numbers of Black males are completing high school). With this fact, Black males have, in many instances, finished their college careers in two-year institutions or have turned to dead-end jobs, or have become unemployed or underemployed.

Even before Black males take the various college entrance exams, they must negotiate the Scholastic Aptitude Test (SAT). While the SAT has been revised somewhat during the past few years, Becker and Weiner (1990) described that minority educators saw the revisions as only the beginning of a long-standing concern about the SAT's validity as a predictor of college success. As far as the authors of this philosophical position paper are concerned, they agree with the research that says ones overall high school performance is the best predictor of success in higher education.

In spite of the SAT debate, standardized testing remains a great obstacle to Black males desiring to enter the teaching profession. Even when they successfully complete teacher education programs and receive their bachelor degrees, teacher certification tests (other forms of standardized tests, e.g., The National Teachers Exam (NTE), Pre-Professional Skills Test (PPST), etc.,)

continue to prevent Black males from becoming teachers. In the state of Michigan in 1988, only 11 Black males were hired as certified teachers (Lyons, 1989). Lyons went on to report that "only six Black men under age 26 were certified to teach Kindergarten through 12th grade for the 1987-1988 school year."

And in Texas, during the 1986-87 school year, only 26 Black males and females were certified to teach. And, the list could go on.

Teacher Attitudes towards Black Males

While standardized testing and certification exams frustrate, discourage, and eventually prevent Black males from entering the teaching profession, teacher negative attitudes are far more pervasive as they have a disastrous impact on Blacks from Kindergarten through graduate school.

At the same time that education reform promises more qualified and better trained teachers (85 percent of whom are white), their attitudes towards Black males perpetuate stereotypes and their attitudes are probably the greatest single factor that leads to increased drop out rates and perhaps many turn to crime and end up in our nation's jails and prisons. While there are, of course, other mitigating circumstances, it can be surmised that many of the Black males in prison (700,000 in prison as opposed to 400,000 enrolled in college) are there because of negative teacher attitudes which they had to face as early as pre-school.

Teacher attitudes toward Black males is tantamount to Black males being under constant siege. Black males came under heavy and intense siege in educational circles probably with the onset of the Brown Decision in 1954. Since that time the siege continues today:

> "Black boys are socialized in a manner that handicaps them early on. Elementary teachers are nearly always women - often white women - making a Black boy the most different of anyone in his class. Low expectations of Black boys also sets them up for failure. Black youths make up 17 percent of the public school population, but 41 percent of special education classes" (Gregg, 1989).

Black males get lost and are shunted aside at a young age and very few recover or succeed. Those that do succeed and graduate from high school form a very small pool of would be teacher candidates.

Negative teacher attitudes toward Blacks on our nation's campuses, particularly on our predominantly white campuses, exacerbates an already intolerable campus atmosphere caused by the rise in racism. Practically no state exists where predominantly white campuses are free from overt acts of racism towards minorities.

These negative teacher attitudes also affect Black graduate students through institutional racism. This is a fact, whether predominantly white institutions accept this reality or not. Three illustrations by Smith (1985) highlight this situation:

1. White institutions actively recruit non-traditional students for graduate programs, once such students enroll they are often made to feel unwelcome.
2. Black students who do speak up often find themselves labeled by their peers and professors as either racist themselves or overly sensitive to certain issues.
3. Many professors, for example, simply assume that all Black students have difficulty conceptualizing and writing well. When the assumption turns out to be mistaken in many cases, the professors often feel threatened and cannot overcome their inherent bias, even to reward good work with an appropriate high grade.

Tracking of Black Males

Most evidence shows that tracking, the practice of grouping students according to ability, hampers minority and Black male academic progress. "Increasingly, researchers are showing that the practice - both within school systems and within individual schools - is robbing Black and Hispanic students of mathematics and science skills they need and shutting them out of a solid college preparatory education" (O'Brien, 1990).

Tracking, according to Denise Alston, an education policy analyst with the Children's Defense Fund, is the mainstay of the American education system. While there are strong efforts to dismantle the tracking system, Alston describes that middle-class Black parents are as opposed to the dismantling process as white parents if their kids are in the high tracks.

School reform does not appear to be seriously addressing the tracking issue because research shows that schools that are predominantly minority have greater numbers of classes with low-ability students. Therefore, Black males are again caught in the web of inequity before they can develop the required skills to proceed to higher education hence, to become a teacher.

Summary, Conclusions, and Recommendations

Philosophically, the authors of this position paper feel that educational reform has, through omission or, commission, failed to address the issues and concerns that impact and prevent Black males from being recruited or retained in teacher education.

We would suggest an immediate nationwide effort to do the following:

1. Rethink, re-look and re-examine education reform to make it more equitable for minorities including a special effort to address the plight of Black males.
2. Black and Hispanic scholars and researchers must be included in any reform movement that has an impact on Blacks and other minorities. As put by Grant and Gillette (1987), 'Minority thought and scholarship are generally absent or given only token consideration and minority authors with relevant contributions to make are denied effective participation in the debate. Black educators in particular must assert themselves and demand to be heard, demand to have input and

demand to participate in any forum that purports to address or call for reform.

3. Teacher training institutions must immediately include in their curricula the educational dimensions and practical pedagogy that prepare teachers to deal with those whom they will teach throughout the nineties and into the twenty-first century - Blacks and other minorities.
4. Education reform must include revised guidelines for counselors. School counselors are often critical to the process of access to higher education for Black and minorities. It was described in Black Issues in Higher Education (1988) that the "role of guidance and counseling in the nation's schools has been a subject either disregarded or overlooked in almost every reform report issued during the 1980s."
5. The existing teaching force, through in-service/workshops, etc., must stop giving inaccurate information to our nation's students by representing only the views of upper and middle-class white males. The information presented must be more balanced.
6. Black males can be recruited and retained in teacher education through innovative strategies and realistic approaches. There must, however, be a genuine willingness and commitment on the part of teacher training institutions. In addition, recruitment initiatives can, and do work. There are many success stories around the United States such as Prince George County Schools in the Washington, DC area, Clark-Atlanta University, Morehouse, etc.
7. Pressure must be brought to bear on President Bush and his administration to increase financial support to Black colleges and universities. Black colleges train 40 percent of our nation's teachers and they are currently experiencing large enrollment increases. Increased funding will allow them to improve teaching and facilities and to expand their graduate programs.
8. Incentives for Black males and minorities to enter higher education and the teaching profession must be provided! According to a report released by the Education Commission of the States (Chronicle of Higher Education, 1990), state and federal officials must offer colleges incentives to make changes that will help them attract and retain more minority students. One of the Commission's goals is that minority enrollment in higher education should be at least proportionate to the minority population of each state.

We agree with the Commission - in spite of the current debate over the Education Department's recent interpretation that it is generally illegal for a college to offer a scholarship only to minority students.

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Education Reform in Missouri and the Effect on Minorities Entering Teacher Education Program

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Intoduction

According to a report of the American Council on Education and the Education Commission of the States (Collision, 1988, p. A20), the future prosperity of the nation will be jeopardized if the United States does not renew its commitment to minority group advancement. The report, One Third of a Nation, notes:

1. Forty-two percent of all the public school students by the year 2000 will be members of minority groups. These students are much more likely than white students to be from poor families with limited education.
2. In 1986, the nation's Blacks and Hispanics had incomes below the poverty level nearly three times the rate for whites.
3. In the same year, Blacks were twice as likely to be unemployed than were whites.
4. Members of minority groups were less likely than whites to have a college education--20.1% of whites over age 25 had completed at least four years of college compared to 10.9% for Blacks and 8.4% for Hispanics in 1986.

Excellence in education requires that majority and minority students be exposed to a variety of cultures, but an alarming decline in the number of minority teachers continues (Behymer, 1990, p. 374). Attracting minority students with characteristics identified with effective teachers into teacher education programs is a multifaceted task requiring cooperation among all segments of society. However, regardless of the various programs and special efforts on the part of educators, the current bottom line to attracting high-ability minority students still appears to be money.

An interesting phenomenon in financial aid for college students has been the remarkable growth in state supported no-need scholarships (Reeher & Davis, 1989, p. 8). In fact, of the 29 states that award aid to undergraduates without consideration of financial need, 22 began in the 1980's and 14 made their first awards after the 1983-1984 academic year (Reeher & Davis, 1989, p. 7). The establishment of funds for the preparation of prospective teachers was a part of this trend. In 1986-1987 alone, eight state programs for prospective teachers were initiated (Reeher & Davis, 1987, p. 2).

Teacher Education Scholarships

Recent studies support the use of scholarships to affect career choice. A stratified-random sample of high school juniors and seniors in Missouri were surveyed regarding the importance of scholarships to attract students into a teaching career. Over 61% of the respondents indicated that scholarships were "very important" in selecting a teaching career, with 32% indicating that it was "somewhat important" (Behymer & Cockriel, 1986, p. 5).

Research, reported at the annual meeting of the Association of Teacher Education (ATE) in 1990, indicates that high school students from Michigan also report that a scholarship would effect their decision regarding teaching as a career (Mack & Jackson, 1990). Mack and Jackson found that 37.2% of the total sample were willing to become teachers if given a scholarship. They conclude, "These figures may suggest that there exists a number of minority students who are willing to become teachers, if they are provided financial support or other incentives" (p. 29).

The national trend in growth of no-need scholarships is reflected in Missouri. The Missouri General Assembly passed House Bill 463, the Excellence in Education Act of 1985, with a provision for the Missouri Teacher Education Scholarship (MTES) program. This program included 210 one-year, merit-based awards for prospective teachers, $1,000 provided by the state and $1,000 by participating institutions. After the first two years of this program, the number of annual awards was increased to 260.

Minority Teacher Education Scholarships

A survey, which addressed the recruitment of minority teacher education students with academic scholarships, of 58 American Association of Colleges for Teacher Education (AACTE) institutions was reported at the 1989 Annual AACTE meeting (George and Blank, 1989). The survey results indicate that 83% of the units with scholarships had an increase in the enrollment of minority students.

Only one Black recipient in the first two years of the Missouri Teacher Education Scholarship program was selected (Baigi, 1988, p. 204). One reason for this low response from Missouri's talented Black students appears to be financial. In her study, Baigi (p. 203) surveyed institutional contact persons for the Missouri Teacher Education Scholarships and discovered that the $2,000 nonrenewable award was not sufficient to attract academically talented and especially low income students into teacher education programs.

However, no-need scholarships that are "full ride" appear to attract talented Black minority students. College recruiters readily acknowledge this fact that can be documented by studying specific college aid programs. One such program is the University of Missouri-Columbia's George Brooks Minority Scholarships. The Brooks Scholarships are basically "full-ride" scholarships for talented minority students that began in 1987-1988. All of the Brooks Scholarships available are awarded each year (Robertson, 1990). The message seems clear; full-cost scholarships will attract bright minority students, including Black high school students. Criteria for these scholarships include class ranking in the top 10 percent and a high ACT or SAT score.

Missouri legislators heard this message clearly and passed House Bill 1142 in 1990 that provides $2,000 for 100 minority students who make a commitment to pursue a teaching career. Missouri institutions participating in the program must provide an additional $1,000. The $3,000 scholarship is renewable for four years.

EDUCARE Program

Another example of a Missouri effort to attract minorities into teacher education programs is the EDUCARE program. EDUCARE resulted from recommendations of the Missouri Association of Colleges for Teacher Education Minority Recruitment Task Force (Behymer, 1990) and was initiated with University of Missouri-Columbia College of Education funds and a grant from the United States Department of Education. It is a six-week summer experience for minority students who have expressed interest in graduate study and a career as a professional educator. EDUCARE's objectives are to provide selected minority students with an opportunity to participate in research and scholarly activities, introduce students to opportunities for graduate study, acquaint students with procedures for applying and securing financial aid for graduate study, and aid planning for a career in professional education. EDUCARE provides a financial stipend of $3,000 to cover costs of tuition, housing, transportation, and to help offset the six-week loss of income.

EDUCARE participants must be American Indian/Alaskan Native, Asian/Pacific Islander, Black (non-Hispanic), or Hispanic. They must have completed 90 semester hours by June of the preceding year for which applying, earned a minimum cumulative grade point average of 2.75 on a 4.0 scale, and expressed an interest in pursuing graduate studies in a teacher education program.

Faculty and staff mentoring is the heart of the EDUCARE program. Each student is assigned to a faculty mentor with similar research interests. The mentor is selected carefully based on commitment to the program and to previous effectiveness in interacting with minority students. The curriculum includes a basic research and statistics course that gives participants enough background to work closely with the faculty mentor on an ongoing research project. In addition to the research experience, mentors also provide support that helps the students adapt to the University academic, social, and cultural environment.

In addition, EDUCARE staff contribute significantly to the sense of family expressed repeatedly by participants. Staff not only provide instruction but also facilitate interaction through social, cultural, and recreational activities. For example, staff members have invited students to social events in their homes, joined in recreational and cultural activities, and encouraged exploration of the campus, community, and state.

In addition to the research and statistics course, the curriculum includes word processing, electronic mail, and computer applications. Students also develop library research skills including computer searches. The culminating activity is for each student to give a 15-minute presentation based on their research at a education miniconference. This project combines the competencies students have developed through their basic research and statistics course, computer experiences, library research skills, and the research projects. College of Education deans, selected faculty, staff, and students,

mentors, and staff from the Graduate School and Provost's office comprise an interested and enthusiastic audience for the miniconference.

Students are recruited into the EDUCARE program with the assistance of Missouri Association of Colleges for Teacher Education institutional representatives. These representatives identify, encourage students to apply, and submit recommendations for qualified students in their teacher education programs.

Based on the success of the program, several of the representatives have stated that where these students eventually attend graduate school is less important than increasing the number of talented students who enter the teaching profession and prepare to assume leadership roles. Experience suggests that this type of collaboration among institutions offering teacher education programs is important to recruiting and retaining potential minority teachers. Some representatives have expressed a desire to collaborate to an even greater extent.

The snowball effect of the EDUCARE program shows promise for recruiting high-ability minority students into teacher education programs. For example, one participant returned to her institution to complete her senior year and was asked to appear on the program for the new student orientation to discuss EDUCARE and the need for minority teachers. She was subsequently asked to make a presentation at a faculty meeting in that institution. Based on his EDUCARE experiences, another student talks to young Black students with whom he works through community volunteer programs and church youth programs about the possibility of becoming a teacher. He serves as an excellent role model for these young people, and his enthusiasm developed through EDUCARE for teaching as a career option may pay recruitment dividends.

Two of the EDUCARE participants who graduated in May enrolled in Graduate School at the University of Missouri-Columbia and qualified for fellowships that provide a stipend of $12,000, which includes a quarter-time assistantship. These students volunteered to participate in a community-based tutoring program for Black students who are at risk and have chosen to seek help. They provide the teaching role model that is necessary to stimulate some of these younger students to consider teaching as a career.

Results of the survey obtained during the EDUCARE fall assessment and renewal seminar show that the six-week summer experience made a difference in students' interest and commitment to pursue graduate studies to prepare for a career in education. Of the eleven 1990 participants who graduated in May, two enrolled in graduate teacher education programs at the University of Missouri-Columbia and two at other Missouri institutions. Another May graduate accepted a full-time teaching position and plans to begin a graduate program this semester. The other 1990 participants needed one more year to complete their baccalaureate degrees, but all indicated on the confidential survey an intent to pursue graduate studies in teacher education.

The positive publicity resulting from the EDUCARE program should also help attract minority students into teacher education programs. EDUCARE

received its share of local and state media coverage. In addition, word-of-mouth communication is perhaps even more important among minority groups in contrast to the majority regarding campus environment--cultural, social, and academic--and maybe choice of major. If minority students who are academically superior and leaders at their institutions indicate that they are going to be teachers, other students are more likely to follow their lead.

Minority Intern Program

In addition to collaborating with other Missouri institutions who offer teacher education programs, the University of Missouri-Columbia also collaborates with elementary and secondary schools. One collaborative effort is the Columbia Public Schools Minority Intern Program. The district's goals for this program are to encourage qualified students to consider a career in education and eventually commit to teaching in the Columbia Public Schools. The program, through a combined effort of the school district and the three higher education institutions in Columbia, has four major objectives for the college students: to foster and maintain the interests of minority students in a teaching career, to provide relevant classroom experience prior to student teaching, to expose minority students to a quality education experience, and to enhance minority participation at the professional level. For the Columbia Public Schools, the intern program will help develop a professional staff that reflects the racial diversity of the community and attract and obtain high-quality teachers and administrators.

The Minority Intern Program provides college students with opportunities to observe and work with professional educators in and out of the classroom. Interns work with the teachers, educational specialists, and administrators. They observe and practice student management strategies, interpersonal relationship skills, student assessment techniques, and effective teaching strategies. In addition, interns may work with parents and the schools' business partnership program.

Minority interns must be a member of a racial minority, be a sophomore, junior, or senior enrolled in 12 hours or more at one of Columbia's three higher education institutions, maintain a GPA of 2.5 or higher on a 4.0 scale, and demonstrate the interpersonal skills to work with people. Interns selected for the program serve in assigned buildings for a minimum of 15 hours per week. Internships are for one semester with opportunity for renewal, and a $1,500 stipend is paid for each full semester the intern is enrolled in the program.

To attract more participants into the intern program, the College of Education communicated with participants in the University's Minority Achievement Program (MAP). MAP is designed for academically talented minority students and seeks to stimulate the intellectual, cultural, and social growth of students and aid them in understanding their post-baccalaureate options. Several MAP participants chose to take advantage of the Columbia Public School Minority Intern Program, most of whom are pursuing baccalaureate degrees in areas other than education. Those who show

promise of becoming effective teachers are recommended to the College of Education for follow-up contacts. In addition to encouragement by district personnel to consider teaching as a career option, an assistant dean and several carefully selected minority students make personal contacts with the interns to discuss the possibility of them entering a teacher education program. Students are told about certification requirements, services available, financial aid opportunities, the mentoring program, and placement statistics.

Plans are being made for the Columbia Public Schools, the University, and the College of Education to collaborate further in attracting minorities into teacher education programs. Junior high school principals will recommend ninth grade students whom they believe have the academic ability and personal characteristics associated with effective teachers for a summer internship program. These students will be paid as teacher's aides to work with children in summer school programs. In addition, participants in the College's EDUCARE program will work with these young interns to share experiences and to encourage them to pursue a career in education. After students complete the summer internship, they will be invited to join a mentoring program that includes a former EDUCARE participant enrolled in a graduate program at the University, personnel from the College of Education, and personnel from the Columbia Public Schools.

Certainly the continuation of the quality of living that we currently enjoy--indeed the very future of society--will be endangered if we do not increase the number of minority teachers to serve as role models for minority and majority children as well as adults. We need collaborative efforts among higher education institutions, elementary and secondary schools, business and industry, state and federal agencies, and the community to accomplish this goal. We must begin with young children, perhaps as young as third grade, to give them the academic background to enter college and just as importantly to give them the expectation that they can attend college and can become a teacher.

However, this goal cannot be accomplished without money. To recruit high-ability minority students with the kind of interpersonal skills identified with effective teachers, institutions must be able to offer renewable scholarships or assistantships. The competition is not only with other teacher education programs but is even more so with careers other than education. Competition from business and industry and the military for these talented young people is keen. Renewable scholarship and assistantship funding is certainly not all that is needed to attract more minorities into teacher education programs, but it is a necessity. Our future as a society rests on our success in this recruitment and retention effort.

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Enabling Minority Teacher Assistants to Become Teachers: A Program in Progress

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There is a tremendous shortage of minority teachers in American and Tennessee public schools, and the problem is worsening. In 1988 in Tennessee, approximately 11 percent of the teaching force was black, although the percentage of black students in the public schools had grown to 22 percent. Between 1984 and 1988, enrollment of black students in teacher preparation programs has dropped from 16 percent to 5.5 percent. What's more, the percentage of students entering all post-secondary education programs had dropped from 30 percent to 26 percent during the same period of time. (2) All learners need models and mentors. However, the current situation deprives students of minority models and mentors at a time when they are needed most.

Minority teachers are needed NOW. While long-term solutions to the shortage of minority educators must be identified and implemented, immediate needs must also be addressed. It is essential that talented minority representatives who can move rapidly into the teaching force be identified and enabled to gain the knowledge, skills and credentials which will allow them to meet the needs of the students and schools.

These concerns and premises led to the development of Project Enable, a special program providing minority teacher assistants (aides) opportunity to complete college degrees and/or teacher licensure requirements while maintaining their jobs and income.

What Research Taught Us!

In 1988, a study group composed of faculty from ten member institutions of the Tennessee Association of College of Teacher Education (TACTE), using $3, 000 in grants provided by the Appalachia Educational Laboratory and TACTE, sought to determine what was working in minority teacher recruitment and retention. A number of the findings and recommendations of the study report (Programs of Promise) (3) were used in the formulation of Project Enable.

The timing as well as the contents of the publication of Programs of Promise was critical. Tennessee's State Task Force on Teacher Supply and Demand incorporated many of the study's results into its action plan and obtained legislative funding for implementation. One study recommendation--that grants be made available to higher education institutions for development of initiate Project Enable.

The study's finding that several colleges, universities and school districts were successfully tapping non-traditional, minority talent pools led to the identification of teacher assistants as a group which could provide additional minority teachers quickly. Project designers agreed that experienced teacher

assistants have already demonstrated their capability, commitment to students and knowledge of schools. Many have already completed a year or two of college course work, but have not been able to finish degrees because of family and financial pressures and/or lack of psychological and emotional support.

Several other conclusions of the TACTE/AEL study also contribute d essential elements to the design of Project Enable. These conclusions include:

1. Both state and institutional efforts need someone in charge. (Programs directed/coordinated by an individual who has been given major responsibility for the work appear more productive than programs where the task is left to everyone.)
2. All recruitment and retention efforts need some financial support. (There is no free lunch).
3. Outreach into minority communities in a variety of ways by higher education institutions and other agencies is essential to recruitment efforts.
4. Any state or institutional effort must be carefully coordinated and articulated with the public schools to be successful.
5. Non-traditional pools of prospective teachers must be identified on a local or regional basis. (The pools vary with conditions in an area.)
6. Most successful university/college recruitment efforts are being coupled with a strong retention/support efforts after students are admitted.

Program Description

Project Enable is currently operating as a cooperative effort of the University of Tennessee, Knoxville's College of Education and four local school districts (Alcoa City Schools, Blount County Schools, Knox County Schools and Oak Ridge City Schools). It is in its second year of operation and has 17 participants. An eighteenth participant who entered the program with a Bachelor's degree completed certification requirements in less than one year and has been employed as a teacher by the Knox County Schools.

In this program, minority teacher assistants selected by an extensive application and interview process conducted jointly by school district and College of Education personnel are released part-time by their school districts to complete coursework on the UT campus. However, they continue to receive full-time salaries and benefits from their school districts.

During participants' absence from their school assignments, they are replaced by UT education students starting their teaching/internship year. This arrangement provides needed services to the schools and critical classroom experiences for the substitute student assistants (SAS). The students who are substituting in the schools receive stipends of about $4.00 per hour and travel expenses as well as experience.

Funding of Project Enable is truly a collaborative effort. The stipends and expenses for student assistants as well as books, course materials and special fees (laboratory fees, parking fees, etc.) for the participating teacher assistants and some resources for program management are provided through an

innovative minority projects grant from the Tennessee Higher Education Commission. The University of Tennessee pays full tuition and regular fees for each program participant and University admissions personnel work closely with Project Enable staff to facilitate participants' easy access to university services and enrollment into needed courses. The College of Education provides project staff (project director, two part-time project advisors, special instructors, secretarial assistance) as well as a carefully crafted environment of support. These program features provide the financial and personal assistance, emotional and psychological support which the earlier TACTE/AEL study found to be essential to minority recruitment and retention endeavors. Funding and support are guaranteed to participants from the point of entry into the program until they complete degrees and certification.

Courses and Credits

The academic schedules of Project Enable participants are individually designed each semester by project advisors (Jocelyn Milton and Judy Jackson) to take into account: 1) degree and certification requirements, 2) participants' previous academic achievement, 3) needs of the participating schools/participant work schedules, and 4) participants' home/family responsibilities and personal concerns. During Fall and Spring semesters when participants are working in their schools, they generally complete six or more hours of coursework, depending on the configuration of these factors. Each participant is expected to complete at least nine semester hours of coursework during a summer semester when job responsibilities are minimal or nonexistent. However, needs and problems of individual participants are still given high priority in the administration of this requirement.

Whenever possible, Project Enable participants are scheduled into the same sections of courses so that they will have a support group around them. University administrators and individual faculty members have assisted immeasurably in implementation of this program component.

In addition to their regular academic work, program participants are enrolled during most semesters in a special once-a-week seminar which meets late in the afternoon. This seminar has several purposes:

1. It provides a time when participants and project staff can meet together to identify concerns and problems;
2. It provides a setting for group advising and counseling;
3. It provides instruction in skills needed for academic and professional success (study skills, interview skills, test-taking skills, time management, etc.);
4. It provides instruction in pedagogy which can build on the professional and educational experiences of this unique student population.

NOTE: It must be remembered that teacher assistants are not typical undergraduate students. Many Project Enable participants are in their 30s and 40s and have been serving in near-professional roles for a decade or more.

Credit for the seminar ranges from one to three semester credit hours depending on seminar content and requirements during a particular semester. During a participant's first semester, he/she receives one semester hour of credit while working on study skills, communication skills, time management, stress management and test taking. In some subsequent semesters, when the seminar focuses on teaching and learning issues, students, schools and schooling, participants are required to complete more formal academic work, and three semester credits are awarded. The seminar does not currently replace other courses required for degree and/or certification. However, replacement may be requested as project staff learn more about seminar results.

Although, the weekly seminar provides regular contact between project staff and participants, each participant is also required to communicate regularly with one of the two project advisors. Participants do not regard this as an imposition because advisors who themselves are minority representatives active in the black community have worked hard to establish a helping, caring climate.

The Project Enable seminar is directed by the Project Director (Russell French) and designed by the project staff, but instruction is provided by faculty from several departments in the College of Education and the University and by personnel from participating school districts. For example, Dr. Jinx Bohstedt of the Oak Ridge City Schools teaches interviewing skills.

Results to Date

Project Enable was first implemented in January, 1991. First year participants included nine teacher assistants from three school districts (Alcoa, Blount County, Oak Ridge). During that first semester, one participant registered for and completed six semester hours; four participants completed nine semester hours each; three participants completed twelve credit hours, and one completed thirteen credit hours. Grade point averages for that first semester ranged from 3.06 (on a four-point scale) to 3.78. The average GPA for the nine participants was 3.51.

During their second semester (Summer, 1990), members of the initial participant group completed three to nine credit hours of coursework. Their GPAs ranged from 2.00 to 3.25, and the average GPA for the group was 2.78. The lower GPAs are likely attributed to enrollment in traditionally more difficult courses (mathematics, science), emergence of several personal problems, and the nature of the summer experience on campus and at home.

One member of the initial participant group entered the program with a Bachelor's degree. She completed certification requirements in August, 1990 and was immediately employed by the Knox County Schools as an elementary teacher.

A second group of nine participants was added to Project Enable in Fall Semester, 1990, bringing current program numbers to 17. It is interesting and important to note that funding for ten participants was available in each round of selection. However, one participant in each "class" dropped out because of personal problems shortly after beginning the program. It is unrealistic to expect that there will be no drop-outs in a program of this kind.

At this writing, results from the Fall, 1990 semester have just been received. The average GPA for all 17 participants for this semester was 2.27. Individual GPAs ranged from 1.00 to 3.57. Participants completed from four to thirteen semester hours of coursework. When analyzing GPAs by participant groups, the average GPA for third semester participants (Group 1) was 2.03. Group 2 (first semester) participants' average GPA was 2.50. Third semester participants, completed an average of nine semester hours. First semester participants completed an average of seven semester hours.

The greatly reduced GPA within Group 1 during Fall Semester reflects the emergence of several personal problems and a programmatic problem to be reconciled. Participants have been continually counseled to take manageable course loads in order to do well in each course. However, several participants are anxious to finish what appears to be a long program. They enrolled for more hours than they could realistically handle. Grade point averages dropped. It appears that project staff will need to carefully monitor and approve course registration for some participants, at least for a period of time, to ensure greater success.

It will require several years for some current participants to complete their programs. Of the 17 current Project Enable members, 14 are completing undergraduate programs. They range from near entry "freshman" to "seniors" in status. Three current participants are Post-Baccalaureate students completing teacher certification requirements. These individuals should all be available for employment as teachers within the next year.

Participant reactions to the program have been extremely positive. Appendix A contains a sample of comments and suggestions provided by participants in formal written evaluations. (A videotape containing short interviews with several participants discuss their Project Enable experiences.) A review of these various comments indicates that participants attribute their success to date to:

1) availability of financial support (maintenance of job and financial assistance for education),
2) availability of persons to provide continuing encouragement, psychological support and high expectations (both on-campus and in their schools),
3) assistance in de-mystifying and simplifying the complexities of University policies and procedures, and
4) family encouragement and support.

Seminar topics which participants identified as being most useful were time management, test-taking, writing skills, interview skills and study

skills. However, several participants would like more help in developing/renewing English and mathematics skills.

Project participants identify their greatest problems to date as parking (a problem common to all UTK students), readjusting to school and study routines after a number of years away, adjusting to the size of the campus and some classes, failure of some instructors to establish and/or communicate clear expectations, mastering university procedures for paying fees and balancing their loads as teachers assistants, family members/heads and students. Despite their problems, all participants indicate that they would recommend the program to other teacher assistants.

Issues to Consider in Initiating a Similar Program

Universities and school districts interested in implementing a program similar to Project Enable should consider a number of issues which appear to be important to program success. Several of these issues can be identified at this time. Others will probably be added to the list as Project Enable continues and expands. The authors suggest that attention be given to the following:

1. A guarantee to participants that financial support will continue until they complete degrees and/or certification requirements, so long as progress is satisfactory.

   No individual should be invited to enter the program, if continued funding is questionable. (This participant group is under enough stress without adding to it.) Further, it is unfair to create degree and employment hopes, then shatter those midway to accomplishment of the goal.

2. Careful planning of a support continuum.

   As non-traditional students enter or return to higher education, they need encouragement, nurturing and practical assistance. However, we do them disservice, if we do not lessen some aspects of the nurturing and practical assistance over time. Real life and the world of schools requires that educators learn to cope with an manage a plethora of procedures, requirements and frustrations. For example, we have found that it is important to handle registration procedures, fee payments and course changes (drops and adds) for and with Project Enable participants during their first semester or two on campus. However, a "weaning" process should take place. While special resources for advisement and counseling and encouragement should always be available, participants must eventually take responsibility for these procedures.

3. Designation of special advisors/support persons/project staff.

   Our research indicated that when minority recruitment and retention is everybody's job, it is nobody's job. In any minority

recruitment/retention effort, it is critical that one or more persons be designated to guide the program and that financial resources in the form of time and support staff be allocated to it. Our experience in Project Enable confirms those findings.

4. Individualization of course schedules and loads.

   Our Project Enable participants bring to their on-campus activities unique work schedules, family responsibilities, personal needs and problems and academic histories. They all have to be considered in building each participant's schedule each semester.

5. Adequate communication with school personnel.

   Although project staff and district level school administrators often and well about Project Enable (participant selection, expectations of both university and school district, participant schedules, etc.), communication within school districts has not always been adequate, and project staff did not initially communicate as they could have with building level administrators, the teachers with whom participants were working and other educators in the district. Some misunderstandings of program requirements developed. Some participants experienced jealously among their peers and others in their buildings. A few participants tried to play project staff against school personnel in order to create more favorable schedules for themselves. Both during planning and implementation, there must be regular continuing communication among persons connected with the program. We recommend that project staff make regular visits to participants' school sites to build relationships, identify problems and discuss issues of common concern.

6. Carefully planning for and allocation of resources to replacement of teacher assistant services.

   Teacher assistants play vital roles in most schools. Several Project Enable participants work extensively with severely handicapped learners. Several have worked with their assigned teachers over several years and have gradually taken on critical tutorial and small group instructional activities. Several have school-wide, before-school, after-school and lunch time responsibilities. Project designers initially did not realize the magnitude of the problems created in "releasing" a teacher assistant part-time. Nor did they realize how difficult it might be to attract teacher education students to part-time experience as replacements. Hence, the original project plan sis not budget resources for "substitute assistants." Because of their commitment to minority teacher recruitment, some of the participating schools have rearranged schedules and provided some replacement services. However, some schools have not been able to do this. During the first year of the project, some of the grant monies obtained from the Tennessee Higher

Education Commission had to be allocated to replacement of services. Budget for year two included this category. Increasingly, more time and effort had had to be allocated to finding and managing "substitute assistants."

7. Building a support system within the college/university and minority community.

   A few project staff so not contribute an adequate support system for Project Enable participants. It is important that all faculty with whom they come in contact recognize who they are, their unique backgrounds and work experiences and their need for encouragement. A support system or network is being built by continuously increasing the number of faculty who participate in the Project Enable seminar, by bringing administrators and faculty together with participants for debriefing sessions (often over lunch), by providing written and verbal information about participants and their progress and by "blocking" group of participants into the same course sections with the prior approval of instructors. Now that there are enough participants to make this action viable, creation of special sections of some courses for Project Enable participants will be considered.

   The College of Education held a special luncheon for University administrators and leaders of the black community in the Fall of 1989 to introduce its plans for Project Enable, a cadet teacher program in local high schools and other minority recruitment and retention efforts. The occasion was also used as a time to gather ideas from the community about increasing the number of black educators in the schools. Because of their active involvement in the community, project advisors (Milton, Jackson) are able to monitor participant family and personal problems, to keep the program before the community, to enlist community support structure, at least one school district is participating in Project Enable even though school district administrators were reluctant to do so.

8. Assistance to participants in developing realistic performance expectations.

   We have found that some participants tend to look at the "long road ahead" and bite off more than they can chew in terms of coursework. It is essential that we help them understand that successful completion of the program is more important than quick completion of the program, an attempted strategy which often leads to failure.

A Footnote

Project Enable is yet in its infancy. Its ultimate success in adding minority teachers to Tennessee schools is yet to be determined. Its impact on the

careers and lives of individual participants cannot yet be assessed. However, it provides another minority teacher recruitment program for study and a model of cooperative effort which can be replicated elsewhere. To those ends, we offer it here.

References

Jocelyn Milton and Judy Jackson are advisors to Project Enable participants as well as numerous other students in the University of Tennessee's College of Education. They also serve as minority student recruiters for the College. Russell French is Professor of Curriculum and Instruction and a member of the staff of the Bureau of Educational and Research and Service. He directs Project Enable.

Tennessee Task Force On The Supply of Minority Teachers. "Tennessee Supply and Demand Data."

Establishing Future Teacher Centers for Secondary Minority Students

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Introduction

With the rapid change in demographics, an increase of minority students in school districts throughout the nation and a shortage of teachers (especially minority teachers), the recruitment processes and ways to retain minorities in education are in need of restructuring. Due to the low number of African-American and other minority teachers at all levels--primary, elementary, junior high, and secondary, the need for a pluralistic teacher corps is important. For example, as of 1986, Whites represented 89.3% of the elementary teachers, 86.7% of junior high teachers, and 92.0% of senior high teachers. Conversely, African-Americans accounted for a mere 6.2% of elementary, 10.2% junior high, and 5.6% secondary. At the elementary level 4.5% were other minorities, while 3.1% represented junior high teachers and only 2.4% were at the high school level. (Statistical Abstract of the United States, 1990) As we enter the year 2000, minorities are expected to constitute well over one-third of public school enrollment in the United States (Case, et al., 1988). Consequently, it is necessary to develop a blueprint for the recruitment and retention of minorities in the teaching profession.

This paper, therefore, will include the following: (a) a historical perspective of teachers and their characteristics, (b) reasons for the decline of minorities in teaching, (c) a philosophical base for the significance of teaching as a profession and of recruiting and retaining minorities in the profession, and (d) data demonstrating how a coordinated effort between teachers and administrators in a local California school district is addressing the recruitment of minority high school students into the teaching profession.

Historical Perspective of Teaching

Many immigrants and minorities have suffered from lack of teachers representing their heritage throughout the years. However, African-American students in the South were taught by African-American teachers. Further, half of the African-American professionals during the 1940's and 50's were teachers (Spellman, 1989). In the generation following the Brown Decision and the 1964 Civil Rights Act, however, middle class African-Americans made significant gains in the public school system as site and district level administrators. Although opportunities were made available, school desegregation of the 1960's and 70's consolidated African-American and white schools throughout the South and brought dismissal of thousands of African-American teachers (Cole, 1986).

As African-Americans fought for their rights, feminists, Hispanics, and Native Americans used similar techniques adopted by African-Americans to attain status in the social system (Tyack, Hansot, 1982). While the intent of

the Civil Rights Act was to open doors for minorities, the efforts were for the most part unsuccessful, thus leading to a sharp decline of minorities in the teaching profession.

Reasons for the Decline of Minorities in Teaching

Other professions that have opened their doors to minorities offer approximately 32% more annually in overall wages than does teaching. With the expanded opportunities afforded to minorities, many have chosen the private sector resulting in fewer entering the ranks of teaching. For example, the number of minority students who received Bachelor degrees in education declined from 14,209 in 1976 to 6,792 in 1983. (Spellman, 1988) The decline was greatest among African-American students--from 24% to 16% (Hill, 1984).

The increased use of competency tests is another significant factor in the decrease of minority teachers. College Board data showed that African-Americans scored on the SAT an average of 100 points lower than the national norm. (Mercer, 1983) The state of Florida, for instance, mandated that prospective teachers score a minimum of 835 on the SAT and 17 on the ACT to enter its education programs. As a result there was a 25% reduction in the number of students entering the programs, but a 90% reduction in the number of minorities (Bray, 1984).

In 1981 a Texas law was passed requiring prospective teachers to pass both entry and exit examinations. The recommendation was that entry cutoff scores increase by two points every two years from 1984 to 1988. Based on a data gathering study, if minority scores did not improve by 1988, "96% of the African-American applicants and 84% of the Hispanic applicants may be denied admission to teacher education on the basis of a reading test alone." (Spellman, 1984)

The California Basic Educational Skills Test (CBEST) for teacher certification reflects the following passing rates for 1983: Whites, 86%, African-American, 26%, Hispanics, 39%, Asians, 50% (Gifford,1986). As a result, current distribution from 1983 to 1989 is as follows: White-82.2% to 82.1%; African-American-6.4% to 5.7%; Asian-3.4% to 3.4% (no change); Hispanic-6.4% to 7.2%; Native-American-.9% to .7%; Filipino-.7% to.7% (California State Department of Education, 1990).

The California Teachers Association's Task Force on Minority Teacher Recruitment posited that fewer students are entering college because of increased costs of higher education, more stringent requirements, and an increased student dropout rate in public high schools. Therefore, the minority teacher shortage has a funnel effect, thus causing the pool of available students to become smaller. The largest pool from which one can draw is the high school level (California Teachers Association, 1988).

Further, the attrition rate of minorities entering teacher education programs is high. While White student attrition is caused primarily by academic factors, the reasons minorities leave teacher education programs are due to sociocultural alienation and academic factors (Case, et al., 1988).

Evidence of this phenomenon is reflected in the more recent data of the enrollment of schools of education throughout the nation: Whites--426,748 (86.5) African-Americans--33,436(6.8%); Hispanics--13,533(2.7%); Asian/Pacific Islander--4,469; Native American--2,282; Other--13,138(2.7%) (American Association of Colleges for Teacher Education, Fall, 1990).

Current Local Recruitment Efforts

At the local level, Chaffey Joint Union High School District is making efforts to recruit minorities into the teaching profession. This district, which is located in Southern California, encompasses approximately four cities and serves 13, 000 students in grades 9-12. The current student ethnic composition is 50.5% White (non Hispanic), 8.3% African-American, 4.2% Asian, .7% Native American, 1.0% Filipino, and .5% Pacific Islander. While the student population is 49.5% minority, the teacher corps is only 12% minority. In an effort to recognize a need for minority teachers, based on district attempts to recruit minorities and a recognition of a small pool to draw from at the university level, the district set a long range goal. While continuing recruitment efforts across the nation, the long goal is to attract students into teaching by establishing Future Teachers of America Chapters in all five comprehensive high schools as well as the one continuation school.

These chapters serve not only to recruit students into the profession, but also to work as a link for student/teacher collaboration. This ongoing type of program allows students to learn about the challenges and rewards of teaching by "shadowing" their own teachers around the campus. Further, the teachers' work is discussed at monthly meetings. Students also have the opportunity to work as peer tutors throughout the academic year and participate in local conferences with practicing teachers.

Significance

The establishment of these chapters is significant at the high school level because they serve as an early intervention strategy by broadening students' knowledge of the profession as a career option. Further, building a pool of prospective minority teachers at the secondary level serves as a foundation for the recruitment efforts of the institutions of higher education. Also, participants become involved in activities related to teaching, thus expanding their interest level.

Objectives

One primary objective is to maintain and support prospective groups at each high school campus. To enhance and promote the teaching profession, activities are developed and implemented at each of the campuses. Additional objectives are as follows: (a) increase the number of minority students entering the teaching profession, (b) seek opportunities to involve teachers at each site with student participants/members, (c) extol and reward current teachers at the individual campuses, (d) encourage interaction with

active and future teachers, and (e) stimulate outside interest in the teaching profession by involving students in workshops and conferences.

Project description

To establish these chapters, two or more teachers from each site were recruited based upon the following characteristics: (a) love for the job, (b) strong sense of self worth, and (c) an expressed desire to share their work with the students. These teachers recruited student participants from their own classes and through the English classes. An announcement was also placed in the student bulletin. During the first meeting, organizational goals and a philosophy statement were written on each campus for submission to the student body organization. During the first semester, the meetings consisted of activities to acquaint students to the chapter and the establishment of specific activities for the year. Special efforts were taken to recruit ethnic minority students. Included in the planning and ongoing efforts of the chapters were the Director of Language Minority Programs, who is Anglo, and President of the Associated Chaffey Teachers (the local teachers association), who is African-American. Students who have attended meetings reflect the ethnic composition of the school. Thus, the majority of the participants are minority.

Some of the activities for this year include (a) attending a weekend teachers' conference (Good Teaching-CTA) , (b) working as peer tutors within the English as a second language (ESL) program, (c) shadowing a teacher at least once during the semester, (d) listening to speakers on teacher education, and (e) visiting a teacher preparation center at one of the five neighboring universities. As a culminating event, students participate in a full day "Celebration of Teaching" activity including workshops and role playing.

Philosophical Base of the Celebration of Teaching

The Celebration of Teaching, founded and funded by the Geraldine R. Dodge Foundation, grants school districts funds to provide activities that will attract 11th and 12th grade students into the teaching profession. Such efforts are nationwide and have spanned from a one day celebration to month long activities that include shadowing teachers, interviewing teachers, and participating in teacher workshops. The intent is that if the profession is celebrated, the brightest and best would be attracted to teaching. Also, when students view the important roles of teachers and the day-to-day activities, they form new opinions and gain a new respect for their teachers and for the profession.

Conclusion

We have examined the historical perspective, present recruitment efforts, and reasons why retention and recruitment problems exist. Given the expanded efforts to recruit minorities, we recognize that there is a greater need to recruit from the largest pool of students--the high school. Our efforts, albeit minimal in addressing the larger issue, but replication of this project

and implementation of similar projects at the high school level merit further attention. In addition to heightened national attention to this challenge, new opportunities must be provided to high school students to encourage them to become teachers; i.e. scholarships, opportunity for exposure to colleges and universities.

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Education Reform: Self-Esteem as a Variable in Recruiting and Retaining Primary Grade Minority At-Risk Students

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Introduction

We all agree that it is not enough to just recruit minority students, but it is equally important to retain them until they graduate. Today, I am here to discuss recruiting and retaining not the minority college student, but the primary-at-risk-minority student. Recent research on the achievement levels of minority and non-English-speaking youth reveals that at-risk children represent about one-third of all elementary and secondary students in the United States. There is an urgent need for the primary-grade-at-risk-minority students to complete high school and college (Koff & Ward, 1990).

During the last decade there has been a rallying cry from the general public to improve the education of all American's children. At the same time, there has been an increasing demand for educators to educate the children who are most at risk of school failure (Knapp & Shields, 1990): These are the children who are entering the classrooms unprepared for learning. The unprepared students tend not to perform as successfully as the more privileged (Chafel, 1990). They need to learn how to get along in the unstructured environment of the classroom: to share, to sit still while the teacher is teaching, to show and get respect, to get along with others, and feel good about themselves (Grant, 1990). In order to learn how to perform well in the classroom, these children must be taught how to feel valuable and comfortable. They need help in order to learn how to enhance their self-esteem (Larson, 1990).

Self-Esteem

Self-esteem is a mental evaluation of oneself. It begins at an early age. It is how an individual feels about her- or himself. It's having a positive self-image, a sense of individual worth and value (McKee, 1989).
Children coming from a loving-nuturing environment will have a positive self-esteem. They are motivated to do well in school. A positive self-esteem produces achievers (Greene & Uroff, 1990). In fact, teachers have known for many years when children come from a loving-nuturing home feeling good about themselves they will do well in school and life thereafter. However, today's teachers are finding that a larger number of students who are entering the classrooms are not coming from loving-nuturing homes. They do not have a positive self-esteem. They are coming from economically disadvantaged homes. These children are entering the classrooms with low self-esteem (Canfield, 1990). Students with a low self-esteem are deemed by educators to be at-risk.

At-Risk Students

At-risk students are likely to leave school before receiving a high school diploma. According to this profile, at-risk students have low education

aspirations , low self-esteem, an external locus of control, and negative attitudes toward school along with a history of academic failure, truancy, and misconduct, with no indication that they lack requisite aptitudes. Their characteristics are further accompanied by exogenous variables such as: a fractured family structure, low socioeconomic status, membership in ethnic and racial minorities Kagan, 1990).

According to the U.S. census, one out of five or 20% of the United States school-children come from families in poverty. Although 16.1% of the white children are poor, researchers are finding that a disproportionately large percentage of these economically disadvantaged children are of minority origin. Hispanic (37.7%), African American (43.1%) and American Indian. These children tend to experience failure quite early in their school years. They often leave school ill-equipped for adult life (Knapp, Turnbull, & Shields, 1990). They need help from their teachers, parents and other significant people in their lives.

Help For the Primary At Risk Minority Student

It is believed by many educators that the minority-at-risk student's self-esteem can be enhanced by implementing a multicultural education program in the primary grades (Knapp, Turnbull, and Shields, 1990). When these children learn of their ethnic heritage early in life, they will develop a healthy acceptance of themselves and others. They will become motivated. Their self-esteem will be enhanced. They will be ready to encounter life inside and outside of the classroom (McKee, 1989; Whaley & Swadener, 1990). Cultural heritage is an integral part of a child's self-esteem (Wardle, F., 1987). In fact, children who can see who they are, and like what they see, tend to be better students. Their grades go up and their behavior problems go down (Teaching K-8 Editorial Staff, 1990).

Recruiting

According to Webster, to recruit is to seek out and engage (someone) to work or serve. The primary grade schools do not recruit students. However, humanistic educators have advocated for years that effective teachers invite their students to learn. And, conditions must be made conducive for learning. Therefore, because the primary at-risk minority student is at risk of failing, he or she should be invited to learn (Berne and Berne, 1988). They should be invited to stay in school, graduate and go on to college.

Conclusion

Once the child enrolls into the primary grade school, the objective should be to retain him or her until graduation. While the child is in school he or she must learn how to be successful in the academics as well as in life. The student with a low self-esteem needs to know how to enhance his self-esteem. Therefore, a program in self-esteem is an important variable to implement in the curriculum at the primary level for all students, especially for the at-risk-minority students.

Recommendations

Because educating the students is the responsibility of everyone involved with the student, it is the recommendation of this author that the primary grades should offer the following inservice programs for teachers, nonteaching staff, and parents: (1) a self-esteem program, (2) an at-risk awareness program, (3) an at-risk minority awareness program; and (4) a program to expose teachers, nonteachers, and parents to multicultural education. Such programs will not serve as a panacea but, they will help teachers, nonteachers, and parents to understand and help all primary students, especially the primary-at-risk students. And, when these student's self-esteem is enhanced, they will stay in school, enjoy learning, graduate and fuel the higher education pipeline.

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Recruitment and Retention of Traditionally Underrepresented Students at Predominantly White Institutions (PWI's)

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According to the 1985 estimates of the Population Reference Bureau, whites represent 78.3% of the U. S. population, but 80.3% of the enrollment in higher education. Minorities, on the other hand, represent 21.3% of the population, but only 17% of the total enrollment in higher education. Between 1980 and 1984, black enrollments decreased 3.3% overall with a low of 3.4% at four-year institutions and 3.2% at two-year institutions. This decline exists even though statistics indicate that the number of black high school graduates is increasing. The field of teacher education has been hit particularly hard by this decline. The majority of black students entering higher education select business as their first choice. This statistic, along with the fact that during the past decade approximately 50,000 black teachers have chosen to leave the profession, has dealt a severe blow to the education of African-American children.

The focus of this paper will be to present the response taken by the College and Graduate School of Education at Kent State University to address this dilemma. The paper will focus on recruitment and retention at the graduate as well as the undergraduate level. Areas covered will include: a) identification of students, b) selective admissions, c) faculty support, d) development of an Office of Recruitment and Student Life, e) retention strategies, f) external support, and g) college commitment.

In order for any program related to the recruitment and retention of traditionally underrepresented populations (primarily African-American) to operate effectively, there must be a commitment from the decision makers and policy makers. The administrative team (Deans and Chairs) as well as the faculty of the College of Education demonstrated their commitment to diversity in word and deed. The College of Education at Kent State University has included issues of diversity, global and international education as one of three priorities for the College of Education. In addition the faculty and administration have supported the establishment of the Office of Student Life and Recruitment with the primary mission of the office being the recruitment, retention, and graduation of "people of color". The remainder of this paper will focus on the steps taken by the College of Education at Kent State University to attract and retain high quality students from traditionally underrepresented populations.

The focal point/key or driving force in support of the recruitment and retention effort in the College of Education is the Office of Student Life and Recruitment. The Office is the result of a vision held by the Dean of the College of Education and her commitment to increase the diversity of the student body and faculty.

Mission of the Office of Student Life

The Office of Student Life (OSL) is organized around four priorities:

1) the recruitment of talented students from traditionally underrepresented populations;
2) retention and graduation of said students;
3) improving the quality of life for all students in the College of Education; and
4) serving as Ombudsman to assist students with academic complaints.

The Office of Student Life is committed to providing College of Education students with the requisite social, political, and leadership skills to enable them to function effectively during and after their collegiate years.

The Office of Student Life and Recruitment supports the notion of life long learning and provides opportunities for students to grow and develop through participation in a variety of student organizations and student oriented activities. An important part of the mission of the Office of Student Life and Recruitment is the recruitment of talented students from traditionally underrepresented populations. To this end, staff members from the Office of Student Life and Recruitment work in cooperation with the University Admissions Office, faculty, staff and students to accomplish this objective.

While recruitment of students from diverse backgrounds is important, their retention and graduation are paramount. The Office of Student Life and Recruitment is committed to providing students with the necessary academic, social, emotional, and psychological support to enable them to have a successful academic experience in the College of Education and the larger university.

The remaining section of this manuscript will focus on (1) recruitment strategies, (2) retention strategies, (3) institutional support, (4) external support, and (5) college environment.

Recruitment Strategies

Before speaking specifically to recruitment strategies, it is important to share information relative to admission criteria. The College of Education at Kent State University is a selective college in that students must be admitted to the university without conditions and also have a high school GPA of at least 2.5 on a scale of 4.0.

The Assistant Dean for Student Life has the authority to admit students who do not meet the traditional criteria for admissions. Students who do not meet the traditional criteria for admission have their records reviewed by a committee chaired by the Assistant Dean for Student Life. In addition to the traditional criteria such as ACT/SAT and GPA, the committee also considers the following non-cognitive criteria:

1) involvement in extra curricular activities;
2) community service;
3) leadership experience;
4) availability of a strong support system;

5) positive self-concept; and
6) realistic self-appraisal.

The Office of Student Life uses a variety of approaches to recruit traditionally underrepresented students into programs in the College of Education. The Coordinator for Recruitment and Student Life has the primary responsibility for undergraduate recruitment and works in concert with the Office of Admissions in order to reach recruitment goals recommended by the university. The Coordinator of Recruitment uses the traditional approaches that most admissions officers use such as high school visits, career fair, and NSS/FSS career days. However, the Coordinator of Recruitment also spends a considerable amount of time working with community agencies, churches, and specific high schools that have teacher preparation as a theme (thematic schools). In addition, Kent State University has developed an Early Intervention program which brings ninth graders (primarily African-American and Hispanic) from urban schools in a four county area to Kent State University in order to expose them to a college environment. This approach is as much community service as it is a recruitment effort, for the results will not manifest themselves for a number of years.

The College of Education also has two externally funded programs--the Teacher Leadership Consortium/Ford Fellows Project funded by the Ford Foundation and the Urban Teachers' Project funded by the Department of Education. These two programs, in addition to the normal recruitment activities, should yield approximately 70-90 African-American students enrolling in the College of Education freshman beginning AY 1991-92.

Retention Strategies

There has been much concern recently relative to the scarcity of African-Americans in teacher education as well as the retention of said students (Mercer, 1984; Turner, 1980; Waters, 1989).

It is our belief that the solution to improving the retention rate for African-Americans and other people of color is easy but labor intensive. Colleges and universities need to make a commitment in human and other resources if they are serious about the recruitment and, more importantly, the retention and graduation of people of color.

The College of Education at Kent State University has responded positively to the challenge of recruitment and retention of people of color. As noted earlier in this paper, the College of Education has acted affirmatively in relation to the problem of the scarcity of blacks in the teaching profession by establishing an Office of Student Life and Recruitment which has as one of its primary responsibilities the recruitment and retention of traditionally underrepresented students (people of color). The remainder of this section will focus on the strategies developed and implemented by the Office of Student Life to retain students from the target group.

Perhaps the keystone to the retention effort of the Office of Student Life is

a commitment to "intrusive advising." Staff members of the Office of Student Life must take a proactive position relative to assuring the success of students of color.

Efforts to retain students begin before their arrival on campus as staff members of the Office of Student Life contact students prior to their arrival to introduce themselves and to ascertain whether or not there are any problems related to their coming to college. Retention efforts are continued during what has come to be known as pre-orientation. Pre-orientation is a university-wide effort designed to make the transition from high school to the university setting as smooth and orderly as possible.

The Pre-orientation program begins with a welcome luncheon in which the freshmen and their family members (to include extended family) attend. During the luncheon, students and family members have an opportunity to engage members of the faculty and staff as well as meet the President and his cabinet. Following the luncheon parents and students spend time in a variety of seminars focusing on the following:

1. Parent Orientation;
2. Student Academic Success;
3. Mental and Physical Wellness;
4. KSU Academic Resources;
5. Student Conduct System;
6. Black Women on Black Women Rap;
7. Black Men's Rap; and
8. Freshman to Freshman.

The final session of the Pre-orientation program has the students and family members visiting their college of choice. This gives the staff of the Office of Student Life an opportunity to define the programs and services of the Office of Student Life and the College of Education. This is an opportunity for the staff of the Office of Student Life to not only connect with the students who will be spending the next four or five years at KSU, but also to connect with the parents who are perhaps the most single influential group as it relates to an individual's decision to attend college. An attempt is made to secure the parents' assistance in assuring that their children will be successful.

As part of the retention effort of the College of Education, all traditionally underrepresented students (people of color) are required to meet with an advisor from the Office of Student Life on a weekly basis. A variety of issues are discussed in these meetings to include: academic progress, course selection, academic advising, relationship with roommates, overall experience at the university, etc. Students are required to present a copy of the syllabus for each class as well as their class schedule. Advisors are required to make summary notes of each session to include any recommendations that might have been made for the student. These records are important to have for referral in the event that the student might experience some academic problems. In addition, it provides the Office of Student Life with an accurate

up-to-date record of the student's progress.

A second component of the retention program has to do with a series of seminars entitled "College Survival Skills." The "College Survival" seminars are jointly sponsored by the Office of Student Life and the Counseling and Human Development Center, which is a facility for training counselors housed in the College of Education. The seminars are oriented around the following topics (Attendance at the seminars is mandatory):

1. Becoming a Self-Regulating Student (Time Management)
2. Study Skills
3. Test Taking Skills
4. Relationships in College
5. Women's Issues

Mentoring

A key component of the retention effort is the mentoring program. A mentor is likened to a coach, sponsor, guide, advocate, and role model, the participant's role is similar to a novice, apprentice, student, or learner (Eluxman, E., Ascher, C., and Harrington, C., 1985). The mentorship program involves faculty and staff from the College of Education who serve as role models and advocates for their mentees. The primary purpose of the mentoring program is for freshman students (mentees) to establish a meaningful relationship with an adult who is a member of the faculty or staff. The mentor is asked to commit four hours per month with the mentee. There are no specific guidelines for the mentor and mentee. The important aspect of this effort is the development of a strong relationship between the mentee and mentor to the point that the mentee sees the mentor as part of his or her support system. As a way of building trust and a level of comfort for the mentee, it is hoped that the mentor would share some of his/her experiences with college life and assist the mentee in understanding and working with the bureaucracy. The ultimate goal would be for the mentee to become a part of the mentor's family.

Early Progress Report

Another strategy used to assure that students will persist is the Early Progress Report. Four times each semester, beginning with the fourth week, a questionnaire is mailed to the instructor of record for students from the target population. This questionnaire requests information relative to attendance, test scores, quiz scores, ability to understand the concepts being presented, and recommendations for tutoring or other support services. Responses to the questionnaires are discussed with the student during the weekly advising/counseling sessions and adjustments to schedules, study habits, tutoring, etc. are made as required. The Early Progress Report allows staff members to intervene early in the semester and increases the opportunity for students to have a positive academic experience.

Student Adaptation to College Questionnaire (SACQ)

The Student Adaptation to College Questionnaire (SACQ) is designed to assess information relative to student adjustment to college (Bucker, R. & Siryk, B., 1989). The SACQ is a 17-item, self-report questionnaire that can be administered individually or in groups. The SACQ has been divided into four principal subscales that focus on certain aspects of college adjustment. The scale Academic Adjustment measures student success in coping with the various educational demands characteristic of the college experience. The Social Adjustment scale measures a student's success in coping with the interpersonal-societal demands inherent in the college experience. The Personal-Emotional Adjustment scale focuses on a student's intrapsychic state during his/her adjustment to college, and the degree to which he/she is experiencing general psychological distress and any concomitant somatic problems. The Attachment scale is designed to measure a student's degree of commitment to educational-institutional goals and degree of attachment to the particular institution the student is attending, especially the quality of the relationship or bond that is established between the student and institution.

The SACQ is administered to students during the fifth week of their freshman year. Preliminary results from the first administration of the instrument validates its use as a predictor of persistence, at least for the freshman year. Interestingly, the scale Academic Adjustment was a significant predictor of GPA for female students and Personality-Emotional Adjustment was a significant predictor of academic success for male students.

Social Activities

In addition to an emphasis on academic skills, some attention was given to the non-academic or extra-curricular aspects of student life. In an attempt to further bond the students to the college and university as well as each other, a number of social activities were designed. These activities ranged from skating to bowling to pizza parties to ice cream socials to athletic events. For the most part, students responded positively to these events and reported they appreciated the opportunity to engage faculty and staff outside the academic setting.

Financial Aid

The Office of Student Life has been funded by the Office of the Provost for the past several years. In addition to the normal financial aid programs, the university has established a scholarship fund for deserving, high quality minority students. The determination of who is deserving and high quality is determined by the Assistant Dean for Student Life as these monies are distributed in the College of Education.

In addition to setting aside monies disbursed by the university, the Office of Student Life also has a financial aid line to assist with books, tuition waivers, short-term loans and emergencies. In addition, there are a number of scholarships available through the University Foundation that are controlled by the Assistant Dean for Student Life.

External Support

As mentioned earlier in this paper, the College of Education has obtained funding from external sources to support the recruitment and retention of traditionally underrepresented students. The College of Education has received monies from the Department of Education and the Ford Foundation to support the College of Education's efforts in minority recruiting.

Funding from the Department of Education is through the "Innovations in Education" program. The program has been designated the "Urban Teachers Project" (UTP) and has as its focus the recruitment of students beginning their junior year in high school.

The project provides in-school tutoring, a mentor teacher component, a Saturday supplemental instruction component and a retrospective research component. The program is similar to an Upward Bound program. The major difference being that the content of the Saturday supplemental program is related to the field of education and what is required to enter the profession.

The other program, which has as its focus the recruitment and retention of minority students, is the Teacher Leadership Consortium funded by the Ford Foundation. This program has as its focus the recruitment and retention of students from Cuyahoga Community College. Students who have completed an Associates degree are invited to apply for acceptance into the Teacher Leadership Consortium and enter the College of Education with advanced standing.

Considerable work has been done between Cuyahoga Community College (Tri-C) and the College of Education at Kent State University. A joint committee was established to consider such issues as admission criteria, curriculum development, transfer of courses, advising and counseling, academic support, financial support, and housing. Preliminary work occurred over a two year period culminating in the admission and enrollment of 15 Ford Fellows during the Fall Semester 1990 and an additional 11 for Spring Semester 1991. A more detailed description of these programs appears elsewhere in the conference proceedings.

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Chapter 4

University Based Programs

The Impact of Educational Reforms in Texas on the Recruitment and Retention of Minority Teachers

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During the decade of the eighties, many states, including Texas, passed legislative educational reform bills to improve their educational system. The majority of reform legislation supports the position that improvement of education is directly related to raising standards —more specifically, raising score requirements on new competency tests for preservice and inservice teachers and students and raising the grade point average requirements for undergraduate teacher education students. However, it can be argued that such practices in educational reforms bills are not cognizant of paradigms of excellence and equity. As a result, such insensitivity to these paradigms in implementing of reform bills has failed to improve the education of those who historically have been neglected in the educational system for which reforms were designed to assist. In addition, reforms must share the responsibility of inadvertently reducing the number of minority teachers.

To improve education in the State of Texas, two significant educational reform bills were passed, House Bill 72 (more widely known as "No Pass, No Play" or "Perot's Bill") and Senate Bill 994 (sometimes known as the "Parker's Bill"). Although these legislative initiatives have made an impact on the entire educational system in the State of Texas, this paper will focus on the impact that these two bills have had on the recruitment and retention of minorities in teacher education. The paper will: (1) discuss the two educational mandates of reform bills; (2) examine the demographic profile of Texas teachers in 1980 and 1990 and provide similar data on declared education majors in senior institutions in 1987 and 1988; and (c) discuss one higher education institution's response to the recruitment of minority teachers in Texas.

Educational Reform

Since the National Commission on Excellence in Education's report, A Nation At Risk (1983), stated that mediocrity exists in the American educational system, the Texas legislature, along with state legislative bodies across the nation, began to redesign its educational system. For Texas, the results included the passage of two legislative bills, House Bill 72 (1984) and Senate Bill 994 (1988).

House Bill 72. The Texas school reform movement actually began in 1981 with the passage of House Bill 246. The intent of this legislation was to strengthen curriculum through standardization of the twelve curriculum areas — English language arts, foreign languages, mathematics, science, health, physical education, social studies, fine arts, economics (with emphasis on free enterprise), business education, vocational education and Texas and U.S. History (Timar & Kirp, 1988). House Bill 72 (H.B. 72) went beyond curriculum changes. This educational mandate affected nearly every aspect of schooling through the radical transformation of the state's educational system. While the purpose of this reform initiative was to promote excellence by altering school policies, some would argue that aspirations to excellence cannot be achieved by regulation from the "top–down approach" (Timar & Kirp, 1987).

With the election of Governor Mark White, who was elected in part by teacher support and who did not return that support to teachers once elected, educational reform in Texas was accelerated. When a decrease in state revenues dissipated the educational promises of Governor White, the legislature created the Select Committee on Public Education (SCOPE) to develop alternatives to increased funding. Interestingly, this committee was chaired by H. Ross Perot, a computer entrepreneur and not an educator. This committee went beyond the original question of teacher salaries and extended its focus to educational reform (Select Committee on Public Education, 1984). The Select Committee's intent was to diminish the power of local boards to control education and afford the state board more power to control education.

Perot's recommendation regarding educational reform was basic management with management goals, philosophy, training and accountability. Thus, this type of Texas'educational reforms encompassed many components such as: (1) enactment of legislation creating a strong management structure at the top of the state's educational hierarchy; (2) improvement of the quality of teachers entering the profession through competency testing; (3) mandates of curriculum, time schedules and rules governing the behavior of teachers, students and administrators; (4) elimination of vocational programs as "dumping grounds" for the poor, culturally or linguistically different and the slow learners; (5) incorporation of properly prepared teachers who have completed competency testing and a development of monetary compensation to superior teachers through a career ladder system of merit pay; (6) stronger elementary education and early childhood education programs; and (7) elimination of existing disparities based upon relative community wealth with equalization of school funding.

A significant portion in House Bill 72 addressed the improvement of the teaching profession. During the January 1986 meeting of the Texas State Board of Education,standards for the Texas Examination of Current Administrators and Teachers (TECAT), a state–mandated competency test, were established. The TECAT consisted of two sections, one in reading and one in writing. The reading section was composed of fifty–five multiple–choice items and the writing section consisted of two parts. The first part of

the writing contained thirty multiple-choice items; the second part required the teachers to write a short composition (Texas Education Agency, 1986). While many teachers applauded the general effort to increase teacher salaries and to improve their professional status, the majority of teachers regarded the required competency test for all teachers and administrators as ineffective and insulting. Further resentment was developed for policies that seemed to treat all teachers as though they were incompetent (Timar & Kirp, 1988).

Teachers exhibited considerable ambivalence regarding the career ladder program. In fact, career ladder status became competitive and teachers became reluctant to share knowledge. Many thought the sharing of information would hurt their own chances for career ladder advancement. In addition, teachers objected to the standards of selection for merit pay and were fearful that advancement on the career ladder would be based on superficial standards—not merit (Timar & Kirp, 1988).

Senate Bill 994. During the closing hours of its session in May 1987, the Texas Legislature again took dramatic steps by enacting Senate Bill 994, written by Senator Carl Parker, which required significant changes in teacher education programs. The locus of control over teacher education shifted for the first time away from the Texas Education Agency to the Coordinating Board of the Texas College and University System. Unfortunately, the Coordinating Board had little experience dealing with teacher education (Simms & Miller, 1988).

Now, when Senate Bill 994 is fully implemented after August 31, 1991, pedagogy requirements for teacher certification will be limited to eighteen hours, and six of those must be in student teaching. This will also mean a reduction in student teaching from twelve to sixteen weeks to ten weeks.

The lawmakers' purpose was to strengthen the subject matter knowledge of preservice teachers whom they thought were taking education courses at the expense of having a solid preparation in their teaching discipline. According to Ishler (1988), the lawmakers believed that they were responding to the national call for reform in the way teachers should be prepared and responding to the governors, business leaders and others advocating change.

Colleges of Education have been left to redesign quality programs to accommodate the stipulated number of eighteen hours. Preservice teachers planning to teach in secondary schools must major in a discipline other than education. The Bachelor of Science in Education degree will be eliminated as will undergraduate majors in agricultural education, early childhood education, home economics education, industrial education, reading education, secondary education, and special education (Ishler, 1988).

The elementary education faculty at most institutions had to create an interdisciplinary degree to replace the existing major. Physical Education departments had to rename their departments and majors, and most departments appeared to have chosen Kinesiology. Business education programs have been eliminated; art education and music education are now proscribed in Texas. It appears that the intent has been to eliminate the despised "E" word from university curricula. This redesigning of teacher

education has also caused a reduction in education faculty members. (Simms & Miller, 1988). However, the one positive catalyst in Senate Bill 994 is a requirement of an induction year sponsored cooperatively by universities and public schools.

Minority Teachers In Texas

Prior to school desegregation, there were many minority teachers. However, after the desegregation of schools in Texas, many minority teachers were dismissed from their jobs and for reasons parallel to the practices in many states across the nation. Reasons include increased employment opportunities, competency testing and educational reform (Larke, 1990).

Data on Texas teachers by race/ethnicity and gender indicate that the percentage of African, Hispanic, Asian, Native American (AHANA) teachers increased only slightly during the decade of 1979–1980 and 1989–1990. In 1979–1980, AHANA teachers constituted about 21.34% of all teachers. Ten years later, they accounted for 22.67%, an increase of only one percent. However, absolute numbers indicate a larger difference (see Table 1). For example, in 1979–1980, there were 158,538 teachers (Anglos – 124,701; AHANAs – 33,837). In 1989–1990, there were 200,775 teachers (Anglos – 155,867; AHANAs – 44,908). Thus, the total number of teachers increased by 42,237 teachers, 11,071 of which were AHANAs. Since 1979, AHANA teachers have increased in actual numbers, but their percentage increase has been minimal.

Table 1

Texas Teachers by Race/Ethnic Group: 1979-1980 and 1989-1990					
Source: Texas Education Agency, 1990					
Year	**Total**	**Anglo**	**African-American**	**Hispanic-American**	**Asian/ Native American**
1979-1980	158,561	124,701	17,070	16,341	449
		78.66%	10.77%	10.31%	0.28%
1989-1990	200,775	155,867	18,106	25,864	938
		77.63%	9.02%	12.88%	0.47%

Presently, it seems as though the ethnic composition of Texas teachers will remain consistent, as indicated by an examination of the declared majors in Fall 1987 and Fall 1988. In Fall 1987, AHANA students constituted about 26% of the elementary education majors and 22% of the secondary education majors (see Table 2). Similar percentages are reported for the declared majors for 1988. Again, actual numbers of declared majors have increased, but percentages remain constant.

Table 2

Declared Secondary/Elementary Majors 1987 and 1988						
Source: Texas Education Agency, 1990						
Year	**Total**	**Anglo**	**African-American**	**Hispanic-American**	**Asian/ Native American**	**Other**
Fall 1987	18,719	13,968	1,015	3,540	120	76
		74.62%	5.42%	18.91%	0.64%	0.41%
Fall 1988	22,000	16,239	1,151	4,381	141	88
		73.81%	5.23%	19.91%	0.65%	0.40%

Intervention Programs

Texas A&M University, like many other teacher education institutions, realizes the need to recruit more minorities in education and has developed two programs to respond to the crisis. One program is a pre–collegiate program, Minorities Interested In Teaching (MIIT) and another is a financial incentive package, the Scholar/Loan Fellowship.

Minorities Interested In Teaching (MIIT). MIIT is an outgrowth of the "Experience In Education" program that was initiated at Texas A&M eight years ago to encourage high school students to consider teaching as a career. However, during the last three years, the program has undergone a name change and has focused on the recruitment of minority students into the teaching profession.

MIIT has three objectives: (1) to provide minority students with a global view of careers in education from myriad perspectives; (2) to inform participants of the "ins and outs" of campus life from a minority perspective and (3) to provide minority students with specific information concerning college entrance requirements, scholarships and financial aid. In addition, MIIT provides minority high school juniors an opportunity to have a residential experience on campus. During the four–to–five day visit, minority students are involved in such activities as discussing the process of becoming a teacher, introduction to campus life, attending education classes and meeting education students and professors. Realizing that many minority students will complete the majority of their educational experience without exposure to minority teachers, most of the thirteen educational workshop presenters were minority teachers.

Over the past three years, 40 minority students have attended the conference. A follow–up study of the participants from 1987 to 1989 indicated that over half the students are attending college and seeking careers in teaching (Larke & Jones, 1990). However, many selected to attend in–state smaller teacher education institutions rather than larger institutions such as Texas A&M University.

Scholar/Loan Program. Texas A&M University's scholarship/loan program involves nine school districts which provide assistance to minority high school graduates who desire a teaching career. The university and the school district each contribute $2500 for a total yearly award of $5000 per student. To participate in this program, the student must enroll in the extended five-year teacher education program initiated under Senate Bill 994. The school district can mandate an unlimited number of students for this award. However, one stipulation placed by the school district is that the loan will be forgiven only if the student returns to the district upon attainment of the teaching certificate and teaches for the agreed number of years. Otherwise, the school district specifies that the loan must be repaid if the student makes a decision not to teach in the district. University funds are considered as scholarships requiring no repayment.

Implications

Although the absolute number of minority teachers in Texas has shown a steady increase after the implementation of HB 72, this should not be interpreted as a positive or neutral effect of the reform bill on the number of minority teachers. In fact, as an indirect result of HB 72, there is a potential loss of minority teachers. For example, many minority students were unable to meet the new admission and certification requirements. According to Gills (1991), from Spring 1984 to Summer 1987, of the 49,600 students taking the teacher education admission test, 18% (N = 8,707) were African and Hispanic Americans and 82% (N = 32,814) were Anglos. The overall passing rate was 10% (N= 3,731) for African and Hispanic Americans and 88% (N = 32,086) for Anglos. To extrapolate the data further for the same group between Spring 1986 and Summer 1989, the study revealed that African and Hispanic Americans accounted for 7% (N = 2089) of new teachers and Anglos and others accounted for 93% (N = 28,255) of new teachers. Therefore, of the potential pool of African and Hispanic American students as shown by the number who took the admission test (N = 8,708), only 24 % (N = 2,089) were certified to teach. This is a substantial loss of potential minority teachers. Such a loss can and does have a detrimental effect on increasing the number of minority teachers.

The rate of increase of minority teachers only changed by one percentage point during the last ten years. If it takes ten years to increase one percent, then it will be almost a century before minority teachers will constitute more than one-third of the teaching population. Moreover, an ethnic imbalance between teachers and students is almost inevitable at a time in Texas when the most rapidly growing school-age population is minority students.

Within the next few years, the impact of Senate Bill 994 can be critically analyzed. The last graduates of the "old program" should complete their requirements before September 1, 1991. Contrary to previous thoughts, the Bill has not deterred the number of minority students seeking careers in education. In fact, the number of declared majors of 1988, which would have included some of the students under the "new program", has shown an

increase in the actual numbers of minority students although the rate remains the same.

Conclusion

The two reform bills in Texas have not significantly increased the number of minority teachers nor reduced the number of minority teachers. In fact, the rate has remained almost the same over the last ten years. However, the admission and certification requirements in HB 72 have reduced the potential pool of minority teacher candidates due to the fact that many have been unable to meet those new requirements.

Although very little was mentioned in this paper about the changing student population in Texas schools indicating a majority/minority reversal, this could have a serious affect on the ethnicity of the future college student population. This inadvertently could effect the ethnicity of declared majors for teacher education students. Therefore, such a change should increase the number, but most importantly, the percentage of minority teachers. Yet, a recent study of Texas dropouts indicated that as a direct result of HB 72, more minorities (Hispanics and African Americans) are dropping out of schools and more Anglos are staying in school (Cardenas, 1990). Such negative statistics for these racial/ethnic groups continue to reduce the already small pool of potential candidates.

In summary, there seems to be little to rescind the educational bills in Texas despite the fact that these bills have assisted greatly in expanding the pool of potential loss candidates. The issue of increasing the number of minority teachers must be addressed by the entire educational and legislative system. Educationally, one way to respond to this urgency is through intervention programs at all levels of the educational ladder from elementary schools to higher education institutions. Elementary and secondary programs must have two components: (a) academic (building basic skills) and (b) career awareness (information about the profession). Legislative bodies must have a broader knowledge base regarding educational issues (e.g., equity and excellence and minority teachers) during the initial stage of bill development. Without intervention programs and a better informed legislative body regarding educational issues, it seems that the likelihood for increased numbers will become idealist rather than realist.

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Making a Program Fit the Students
Basic Skills Training for Legislatively Mandated Tests

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In response to the demand for better teachers, the Arizona State Legislature some years ago imposed a requirement that students pass a basic skills test (the Pre-Professional Skills Test or PPST) before being admitted to a teacher preparation program. Partially spurred by the anticipated impact of this requirement on minority populations, Arizona and its institutions of higher education began to make changes to address the lack of minority teachers in the teacher preparation pipeline.

In Arizona a substantial number of minority individuals wish to become teachers. Current statistics, however, indicate that many minority students face imposing difficulties in their efforts to receive a university education, especially in a large impersonal setting. The addition of the PPST requirement in combination with a lock-step admission procedure slowed the progress of many successful students, and dramatically reduced the number of minority students entering College of Education programs. The basic skills requirement discourages or disqualifies as many as 65% of all minority individuals who wished to enter teacher preparation programs in the state. The impetus of these mounting difficulties, led Arizona State University's College of Education to create for the first time an office whose charge was to provide minorities the support they needed to enter and succeed in the College.

To deal with the combination of problems facing minority students, several major initiatives were undertaken by the newly established Office of Educational Services:

1. A complex identification and tracking system for minorities was developed to improve recruitment effectiveness.
2. A comprehensive basic skills tutoring program especially for minority students was developed and implemented.
3. A flexible curriculum for adult learners was developed (adequate to bring students from as low as 5th grade skills to passing performance).
4. The College of Education has been developing some community based programs to provide alternative teacher preparation programs for minority aides in the public schools.
5. Major sources of loans and scholarships have been identified and targeted to minority students.

In this brief paper, I focus on some minor adjustments to our PPST service delivery and the major effects these changes have had on reaching and serving students. I hope that this paper may persuade some to be alert for minor and relatively inexpensive changes that may have major impact on recruitment and retention.

A number of critical issues were encountered in developing the recruitment and tutoring program. Of primary importance, the average

students must be alerted to the basic skills requirement and begin work to meet it at least two years before they wish to enter the teacher preparation program, an event targeted to their junior year.

Although staff, faculty, and the students themselves lose track of the need for such a long preparation period, the need becomes clear from the following statistics:

1. In the state of Arizona 38% of Hispanics pass the test on the first occasion, 26% of the Blacks, and only 10% of the Native Americans (in contrast, 64% of the non-minorities pass the test on the first occasion).
2. The last qualifying test (that is, the last one whose scores are received in time for the admission procedure) occurs 6 to 9 months before the beginning of the target semester.
3. Many minority students require from 25 to 200 hours of tutoring to prepare them adequately for the test. These facts leave little question about the urgency of notifying minority students of the requirements and seeking them out for early tutoring and support.

Our highly successful program uses a series of nets to identify students early in their careers. We employ a variety of strategies for bringing students into regular and continuing contact with our office. Such contact is important because more than other students, ASU's minority students fail to attend orientations, fail to respond to announcements about deadlines, fail to petition when their progress is slowed, and so on. A major activity of our office is to help students plan and take charge of organizing their lives to permit them to succeed. Whenever we capture their attention, we remind them of remaining opportunities, deadlines, and challenges, and we help them take first steps in positioning themselves on these many dimensions.

Although the need for contacting the students early is clear, the means for doing so remains a challenge. How do we contact them? Within minority communities, word-of-mouth although diffuse and non-targeted, is essential. Not only is it a powerful indicator of the program's ongoing success, it may be relied upon to yield a substantial number of students every year. We regularly remind satisfied customers to "spread the word" to friends about the lock-step program requirements and about the services our office provides.

Carefully combing university records and referrals from on-campus colleagues (advisors, financial aid personnel, etc.) accounts for numerous other referrals.

Regular communication with personnel at our feeder community colleges results in numerous referrals to our program. In addition, announcement brochures are distributed, advisers cajole students, and students are asked to communicate with colleagues. We have just adopted a "portable testing program" which promises a breakthrough in alerting community college students about basic skills requirements in a salient manner. Where community colleges or local sites can assemble five or more interested individuals, my staff appear at the site, at their convenience, to provide diagnostic testing.

In all cases, once we identify students we encourage them to take our "NEW IMPROVED FREE DIAGNOSTIC BASIC SKILLS TEST." The diagnostic test, we promise, is the first important step toward teacher certification. The test, we emphasize, tells them where they stand right now. On the basis of the test results, we will advise them specifically about the amount of work they need to do in preparation for the PPST and then will provide them at no cost the tutoring they need.

When we originally developed our basic skills support program this preliminary test was conceptualized as a "pretest" whose primary value was to tell us about program effectiveness. Although students were happy to receive tutoring or take classes, wild horses could not get them to take the "pretest" -- in part because many students are phobic about the exam. Reconceptualizing the test as one to tell students rather than us where they stand, and the inspiration to relabel the test as a "diagnostic exam" has transformed this early test from a drug on the market into a best seller. We gave about 250 diagnostic tests in 1990, 80% of them to minority students -- substantially more than in the preceding year.

Let me turn to another element of our tutoring/advising program: Providing students feedback regarding their own basic skills performance. We begin our discussions about the students' basic skills armed with current information from either their latest PPST or diagnostic test. In one case we have PPST scores, in the other we have PPST-like scores. The PPST's (curious) scoring system, where 150 = 0 (no items correct) while 190 indicates perfect performance, often misleads students (both minority and non-minority) about their chances of succeeding on the next test. For example, students see a score of 165 on reading, place themselves implicitly on the number line from 0 to the passing score of 173 and understandably conclude they are very close indeed to passing. Because they are so close to passing, tutoring does not seem very important to them.

Our basic premise, that a combination of "candor and caring" is essential for helping students along, first led us to simply explain the scale. Our efforts to focus students' energies on preparing for the test were not improved by this feedback. We then began describing their performance in terms of grade levels. For example, a person with reading scores of 163 will have difficulty with 6th and 7th grade comprehension questions. Thus we might say, "You are reading at about the 6th grade level. You must read and comprehend at the 10th or 11th grade level in order to pass the test. You have a lot of work to do before the next test -- can we schedule you for a tutoring appointment?" Our candor did not, as many feared, scare students off. We found, however, that this feedback had only slightly more impact than the previous feedback on student attendance at tutoring sessions. Students still did not do "a lot of work" in preparation for the test.

We asked, "Why not?" and decided that students did not share our sense of what "a lot of work" meant. We were thinking of 20 to 40 hours. Students could be cajoled into about 5 to 10 hours of tutoring. Our second relabeling inspiration was to translate scores into number of hours of work required.

Our best guess was that 5 hours of tutoring produced about 1 point of change on the test. Although our scheme is somewhat more complex, we basically take number of points students need to improve, multiply by 5, and sum across tests. But we do not stop there. We then ask when the student wants to pass the test. The target test may be 2 weeks, 2 months, or 6 months away. We divide the number of hours of tutoring required by weeks remaining and tell students how many hours a week of preparation they need.

The outcomes were a revelation to everyone. We had been thinking in terms of 20 to 40 hours (although we knew that this was not enough for some students). Students were thinking of 5 to 10 hours. Students requiring that little work are relatively rare. Our typical student requires 50 to 100 hours of tutoring.

Providing this highly specific feedback has been remarkably successful with students. They understand the requirement of "7-hours-work each week for the next two months." We may suggest that they think of the work as the equivalent of another class. Most students understand planning for classes and can plan the required tutoring to fit their work and class schedules. The tutoring business has picked up remarkably.

The decision to translate points into hours may seem very remote from issues of minority recruitment and retention but it has had a larger impact on our program than we had imagined. Let me share a number of consequences:

1. Impact on the Students: We have just completed our pilot semester using this improved feedback. Although our statistics are not complete, we have probably doubled the number of students in our tutoring program, and have doubled their number of tutoring hours. Moreover, students who followed our recommendations almost always passed the test and those who did not almost always failed. We were surprised and pleased that our estimate of an average of 5 hours of work for each deficient test point was confirmed. (Our ongoing efforts at further refinements in both prediction and tutoring are another story.)

   Some students continue to have impossible goals. They need 240 hours of tutoring in two weeks. But discussion is clear and direct. Students sometimes insist on taking the test despite our advice. It is their $45, but we suggest that because their chances of passing are less than 1/1000, their time, money, and energies might be better spent on other things. On the other hand, at least one student, who learned of the PPST requirement only one week before the last qualifying test, upon being told he needed about 40 hours of work during that period, spent 36 hours in a single week in tutoring, and passed the test comfortably.

2. Negotiating with College Administrators: In the course of the past year, the College of Education at Arizona State University has worked to develop preliminary feeder programs for several proposed off-campus teacher preparation programs. Arranging these programs, identifying staff, locating funds, and identifying and encouraging

students has been enormously complex and time consuming. Each program involves minority teacher aides. One is based in downtown Phoenix (20 minutes away), the second is located on White Mountain Apache Reservation (four hour drive away). In each case, basic skills preparation, which my office argues is central to the mission, was initially viewed by the administration as a secondary issue -- something to be dealt with after staff have been found, after funds have been located, after the students have become committed, after they have completed their liberal arts courses, etc. Statistics, such as, "on the average students will require 120 hours of tutoring or small-class work" are sobering to administrators. However, they continue to be afraid that students will be scared off by these statistics. Students appear to be more robust than the administrators. They demand the test, they respond well to our "candid and caring" feedback -- and they demand appropriate academic support from their systems. Basic skills training has moved from a peripheral to a central role in these program.

3. Negotiating with School and Other Administrators: Our simple formulas, you have 30 students at your location who need 100 hours of tutoring each, in the next 3 months, is easily understood. These numbers translate readily into numbers of tutors, number of student contact hours, and number of dollars. It is possible for us to communicate simply and clearly with school administrators about the nature of their teacher aide problems. As a result, for the first time a school district has picked up the cost for off-campus basic skills tutoring (provided by us) for their teacher aides, and the demand for these services is increasing.

   Moreover, we are using these compelling numbers in combination with statistics from the impact of community college classes to get a wedge in the door for changing class delivery so that all classes delivering basic skills material focus more heavily on problem solving skills. These negotiations are going on at the present time.

Conclusion

An effort at school reform, the imposition of a state-mandated basic skills test, has placed a major obstacle, the PPST, in the path of minority students seeking teacher certification. Faced with this challenge, Arizona State University's College of Education has transformed this apparent negative into a positive. Outreach is earlier and more effective; students are placed in a supportive network; staff provide more conscious and carefully designed transitioning efforts.

In this paper I have focused on the impact that several small changes in service delivery have had on the program's effectiveness. Relabeling the basic skills intake test, sharpening the precision of basic skills feedback, and improving the quality of basic skills delivery has dramatically increased the number of students who pass the PPST.

In short, the impact of these school reforms has been to mobilize the energies of the College of Education, the University, and many elements of the community to assure that minority students, with appropriate basic skills in hand, reach their goal of teaching in Arizona's public schools.

Footnote: I wish to acknowledge my tutor/collaborators on this project, who have shared the vision, have been responsible for insights, and who have implemented programmatic changes with remarkable speed. Without this group of flexible and caring individuals such a program could not succeed. In 1990-1991, Karen Brighton, Prasad Vajjhala, and Roza Ferdowsmaken comprised this remarkable team. Particularly helpful in preceding years were Phyllis Gagnier and Gina Mascola-Saleh.

A Model for Attracting Minorities to Teaching: The Future Teacher Institute

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Introduction

The face of California is changing dramatically. The K-12 school population consists of now more than 50 percent ethnic minority students. In Los Angeles County, where California State University, Dominguez Hills is located, the student population is now 75 percent minority with over 90 different languages spoken by its students.

In contrast, members of minority groups make up only 18 percent of the total teaching force in California. In Los Angeles County, minority teachers make up 29 percent of the total teaching force.

Though the student population is growing more diverse each year, enrollment among ethnic and racial minorities in academic programs leading to careers in education has not kept pace with the need. There is an urgent need for programs that stimulate an interest in and a commitment to teaching among the state's ethnic groups now grossly underrepresented in the profession.

Direct successful involvement in teaching during the pre-college years is a powerful way to light the flame. The program described below is a model designed to spark an interest in teaching among minority youth.

Direct Involvement Model

The Future Teacher Institute (FTI) is a minority teacher recruitment model being tested at California State University, Dominguez Hills. This institute is one activity of the Pool Of Recruitable Teachers (PORT) program supported by a five-year $470,000 grant from the Carnegie Corporation of New York. The major goal of the Future Teacher Institute is to involve promising minority high school students in a unique teaching/learning experience that will increase the likelihood that they will eventually choose a career in education.

The program presents a futuristic look at teaching where future teachers work in cooperative teams and make use of computer technology to enhance instruction.

The program is conducted on Saturdays (9 a.m. - 1 p.m.) utilizing university facilities which include the learning assistance center, library, science labs, computer labs, and classrooms. In each 10 week cycle, 30 future teachers are selected to provide instruction in math, science, or language arts for 60 to 75 elementary grade students from schools neighboring the campus. Six teaching teams of 5 future teachers each are responsible for planning and providing academic enrichment for 5 to 10 elementary school students. The future teachers are given a weekly stipend for their participation in the program.

The program is coordinated jointly by a future teacher coordinator from one of the feeder high schools, a member of the university faculty, and a university administrator. The participants will be followed for 5 years to determine the impact of the program on their career choices.

Selection of Future Teachers

Each semester future teacher coordinators at selected high schools in the Los Angeles and Compton Unified School Districts are asked to invite members of their future teacher clubs, world of education classes (an exploratory teaching class offered for credit), and other college preparatory courses to apply for the program. The application form includes an essay describing the "best teacher I ever had," and an endorsement by one of the teachers at the school.

Participation in the program is not restricted to minority group students, but 90 percent of the students at the selected schools are from groups underrepresented in the teaching profession.

Initially, some of these students are interested in the program as a short term Saturday employment opportunity rather than career development. Many of them, however, are now "hooked on teaching."

Selection of Elementary Students

At the beginning of the semester a flyer is taken home by all students in grades 4 through 6 at 6 schools neighboring the Dominguez Hills campus. All 6 principals eagerly assist in the recruitment of participants. The flyer is addressed to parents of "college bound students." It asks the parents and their child to select the subject in which he/she would like "enrichment." The program is not advertised as "remedial" due to the stigma attached to that term and because participants are not trained to remediate.

Typically, the flyer elicits over 400 applications from parents who are interested in enrolling their children in the program. The project staff selects 60 to 75 children who represent all 6 of the participating elementary schools to become pupils for the FTI program.

The Program

The first 3 Saturdays of the program are devoted to initial training and preparation of the first lesson. Most of the participants are enrolled in a World of Education class at their respective high schools which teaches application of the basics of instructional planning.

A central feature of the program is "cooperative teaching teams." Building on research on cooperative learning, teams of 5 who have common academic interests in math, science, or language arts for example, are formed with each member of the team assigned a specific role. Roles are rotated so that each team member has a chance to play all roles in the teaching process. The main strengths of this model are the support received from colleagues and the synergistic production of teaching ideas. Responsibility for planning

and teaching belongs to each teaching team. Coordinators provide constructive feedback and help the future teachers locate and use resources.

During orientation, the teaching teams learn how to use campus computer-based education systems (PLATO and Apple computers), review software appropriate for their pupils, and build specific lessons into their teaching plans. Use of technology is an important part of the FTI program. Application of technology maintains a high level of interest in both the future teachers and their elementary school charges.

In addition, the program stresses "the classroom of tomorrow" as a motivator to attract bright high school students to the teaching profession. It is important to note that the students learn to plan and teach lessons rather than tutor individual students.

Since this is an enrichment program, the future teachers are encouraged to present unique lessons of all types. The charge to them is to make this Saturday program different from the regular school curriculum.

Hands-on science is emphasized to maximize student participation. The scientific method is reinforced through the use of student projects as culminating activities.

Scheduling

Elementary school students arrive for instruction on the fourth Saturday. They are assigned a teaching team and a campus classroom. Teaching sessions last from 10 a.m. to 11:30 a.m., allowing the teaching teams adequate time before and after for planning and evaluation. Most of the future teachers arrive well ahead of the official 9:00 a.m. starting time to review software and fine tune their lesson plans. Some come to the campus during the week to use the library and select software for use during the 7 Saturday sessions.

The learning center, computers, and other campus resources are scheduled on a rotating basis so that all of the children have an opportunity to become familiar with the use of technology in learning.

While the elementary students are in their sessions, their parents are offered special sessions of interest to them. These sessions, which include one hour discussions on parenting skills to help their children be more successful, have been well received.

Parents are responsible for transporting their children to and from campus. A member of the teaching team waits with the children until all have been picked up by their parents.

Funds Needed

Current cost for training 30 future teachers for each 10 week cycle is approximately $10,500. Salaries for 2 on-site adult teachers total $4,000; student stipends at $20 per Saturday for 10 weeks for 30 students total $6,000; supplies total $500. In-kind contributions from the university are in the form of free use of university classrooms, computers, labs and administrative services.

In 1990-91, 2 graduates of the program, now college students, have returned to serve as mentors. Their contribution as motivators and peer role models for others has been invaluable. Additional stipends for them have been worthwhile.

This project is funded by Carnegie Corporation of New York, a private foundation, but could be somewhat self-sustaining through a fee charged to the parents of pupils who attend the program. A fee as small as $25 could cover the cost of hiring coordinators. Offering college credit for high school seniors could eliminate the $20 honorarium.

Outcomes

- Future teachers, now numbering 211 students, have completed the first 7 cycles of the program. Attendance has been excellent throughout the program despite SAT test dates and high school extracurricular activities that occur on Saturdays.
- Ethnic distribution of the group was 34% Black; 16% Asian; 48% Hispanic; 4% Filipino; 2% White; and 2% Pacific Islander.
- Hourly wages are an enticement for some students but most said they would participate in the program without pay.
- On the post-institute questionnaire, 100% said they would like to continue in the program.
- In the first 2 cycles, the percentage of high school students indicating they were "very interested" in a career in teaching shifted from 41% (pre-institute) to 68% (post-institute).
- Students in 10th grade and above adapt well to the program. A pilot project with junior high students revealed an excessive need for supervision during teaching sessions.
- Working in cooperative teaching teams was perceived by the students as an effective introduction to the teaching profession.
- Follow-up questionnaires of participants now attending college indicate that 50% are still planning to become teachers.

Conclusion

Enthusiasm for this project is exceptionally high for all parties involved. Students participating in the FTI program become totally consumed in the experience and recruit their friends into the program. Parents of children in the program report improved performance in the regular classroom. Project staff has remained stable through the last two years of Saturday work and there has been many additional planning days. However, ultimate effectiveness of the FTI project in achieving its principal goal, increasing the pool of minority teachers, remains to be seen. In California, it is a long and arduous road between high school and securing a teaching credential. Through follow-up contacts with graduates of the Future Teacher Institute, we hope to link the students with support services, college future teacher clubs, teacher aide positions and other activities that will keep their interest and commitment to teaching alive.

Teachers of Tomorrow Partnership Collaboration with Junction City, Kansas

Rosemarie Deering, Kansas State University

Prologue

It was 1970. After an exhaustive search, the determined third grade teacher found what she had been looking for: any kind of picture of a black child. Newspapers, magazines, educational publications all had winsome children but none with skin of color. Finally, by paying a dollar (quite a sum) for a picture frame, she had the object of her search: a five by seven likeness of a little black girl in her Sunday best. The picture was needed to convince her students that Santas and angels could be black or brown or red! "Santa Claus isn't black! Angels have to be white," they had chorused laughingly to their teacher. With a single commercial picture, they seemed convinced and happily designed their holiday art.

The universal need for affirmation and inclusion knows no boundaries of race, color or creed. Paradoxically, the need tends to insulate rather than embrace, causing humankind to reach for its own for security. One insignificant picture provided a pictorial image for children who rarely, if ever, saw models other than family and peers. That pronounced need for models is especially significant in educational environments. Sedlack (1987) in an extensive review of the literature, reports that blacks have a continuing struggle with self-concept, development of community, and other "noncognitive" variables. This struggle is in addition to cognitive variables such as underachievement, due in part to inadequate preparation, stereotypical responses of faculty, and a sense of isolation in predominantly white universities. A resulting Gestalt may well provoke attitudes of avoidance, escape, and/or a lack of commitment to education. "I probably can't do it so I won't try."

Imig (1989) reminds us that 300,000 minority teachers are needed for this decade of the 90's to serve the fast growing population of minority children for whom like-models are very important. Many of these children are being raised in poverty amidst crime and violence. Developing their potential is critical to our future. An African proverb says that it takes an entire village to raise one child! The entire "African village" is needed to nurture the numbers of minority children who by the year 2000 will represent 39% of the school age population (Lincoln, 1991).

The challenge of developing the academic and social potential of these young Americans is being addressed by university-school collaborations across the nation. Collaborations which provide shared decision-making in governance, planning, delivery, and program evaluation are forging partnerships which make a difference in student lives (Fisher, 1988). The purpose of this paper is to describe one dynamic partnership which according to participating students, transcends the model as it can be described on paper.

Kansas State University Teachers of Tomorrow Partnership Collaboration with Junction City High School, Junction City, Kansas is a multidimensional collaboration between two quite dissimilar communities. The dissimilarity enhances the relationship and multiplies the synchrony. KSU is located in a small town on the midwestern prairie where farming communities comprise the major population of Caucasian residents. There are few minorities in the KSU School of Education. Many of the students have had little or no contact with cultures other than their own. Yet only fifteen miles away, geographically contiguous with U.S. Fort Riley Army Base, is Junction City High School which has a 40% minority population within a total school population of 1,480. The Principal, Dr. Larry Dixon, a KSU graduate and former cheerleader, now "cheers" his fellow minorities and all students in a tremendously articulate, successful manner. Together, Dr. Dixon and this writer, a female Caucasian, are forging a partnership on several levels of professional function. Together they represent educators cooperating for a common cause. The level of primary importance is that of participating high school students and KSU education students. Finally, the high school students are partnered with middle school students to serve as peer coaches, tutors, and mentors. It is important to state that the synergism of the program transcends a written statement of rational-linear goals. However, it is the shared decision-making, planning and goal design that enable the synergism to occur.

Six goals briefly stated are:

Goal 1: To promote teaching as a desirable career for Junction City High School minorities.

Goal 2: To develop an experiential base for perspective minority teachers by (a) pairing each student with a KSU education student for the purposes of mentoring, modeling, and friendship; (b) assigning each high school participant to a middle school student for the purposes of peer coaching, mentoring, modeling, and friendship.

Goal 3: To build communities between Junction City High School and Kansas State University School of Education that will strengthen academic opportunities for all students.

Goal 4: To provide multicultural experiences and improved understanding for KSU secondary education preservice teachers, thereby improving their future teaching effectiveness.

Goal 5: To establish Junction City High School-KSU campus summer retreat for the purpose of university-atmosphere experiences and to further encourage minority students to attend college; hopefully to enter the field of teaching.

Goal 6: To implement and document the program so effectively that via the media, the model might inspire other educators and become a national paradigm.

The following narrative will attempt to describe the program as it is being experienced.

On October 25, 1990, volunteer KSU secondary education students travelled to Junction City High School to meet their new counterparts. Met at the door by Dr. Dixon, they were greeted warmly and invited into a comfortable room where fifteen high school students awaited their arrival. A lace tablecloth, punch bowl and refreshments added to the festivity. Dr. Dixon welcomed everyone, gave a brief motivational talk concerning his school and the high standards of the students who had volunteered to participate in the new program. Then Dr. Deering was invited to share a few comments which also affirmed these representative students who demonstrate interest in scholarship, teaching and caring about each other. The theme of the Collaboration is, "We must touch hearts as well as minds in serving causes greater than ourselves," she told the group. By that time, there was a high degree of enthusiasm as the students eagerly introduced themselves using vignettes of personal data. Casual visiting concluded the afternoon with the anticipation of the next meeting at KSU in November.

On November 29, the high school students arrived at KSU for a formal luncheon provided by the School of Education. Students from both schools were dressed for the occasion. Once again, the spirit was conducive to refined behavior and quality conversation. Behavior settings coerce behavior. Graciousness begets graciousness. Conversation flowed easily with names and addresses being exchanged for Christmas messages which would provide a link between academic semesters.

In January, a formal conference will take place at Junction City with the high school students serving as hosts. There will be special music provided by the school choir, motivational speeches, and the highlight of the day: the Pairing Ceremony at which time each high school student will be paired with a KSU student. Partners will sign contracts promising to encourage each other, to share achievements, to communicate regularly and to make every attempt to meet each other's family. See appendix.

Following the conference experience, the groups will meet biweekly for seminars and small group activities focusing on communication and goal setting. In March, the high school students will visit KSU to "shadow" their partners for a day, attending classes, eating at the union, going to the library, etc. In April there will be a wrap-up session, again at KSU to assess the year's experiences and to make plans for the summer retreat and the coming fall semester.

In addition to the high school-university activities, the high school partners will make biweekly visits to the middle school to meet with middle school partners for tutoring purposes. A Junction High School Senior, Tiffany Clark, envisioned and has developed the program. She was also a speaker at the KSU Teachers of Tomorrow November monthly meeting. Her presentation entitled, "High School Teaching from a Student Perspective," was so well received that she has an invitation to speak in education classes next semester.

By the close of the semester, innumerable positive comments had been expressed to their university coordinator by the KSU students, including the following:

"They are amazing! They are so open and eager."

"I can't believe their questions...how to find scholarships...how to balance studying and fun...how much do I drink?"

"I feel like a teacher already! This is a real responsibility. These kids are looking up to us...we'd better do it right."

"I can't wait for January to see which one will be my partner."

"I learned more today than in a month of classes. This is the real thing."

"I'd better get my grades up before my partner asks me what they are."

Deering (1989) describes an earlier collaboration as a time in which prejudices and myths concerning peers from another culture evaporated like smoke on a windy day. As biases and fears were dispelled, respect took their place. People's attitudes will not be changed by government mandates. Attitudes change when people touch people. Someone once said, "If you don't like me, it is because you do not know me." Students in collaboration are getting to know each other. The purposes of the KSU Teachers of Tomorrow Partnership Collaboration with Junction CIty High School is to educate hearts as well as minds. As hearts are healed of fear, self-concepts will improve, commitment to education and development of career goals will be realized. Minority students will become minority teachers, models for our future generations. Teachers of all colors will perform that greatest of tasks: teaching students and touching lives with wonder; the wonder of understanding, affirmation, and love for one another.

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Minority Recruitment Targets Middle School Students with South Carolina's ProTeam Program

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Abstract: The South Carolina ProTeam Program uses lead teachers, tutoring opportunities, college role models, and other techniques to interest minority middle school students in college and teaching. A nine- or 18 week curriculum emphasizes the building of self-esteem, working in groups, helping others, and learning to dream effectively about the future. The project attempts to address the dramatic decline in the number of minority teachers in South Carolina and the low college participation rate among low-SES minority children.

Are the issues of minority teacher decline and minority teacher recruitment related to programs for drop-out prevention and at-risk youth?

Yes, and, ironically, many fail to connect school experiences of minority youth with their adult attitude toward teachers and teaching. Minority students with few positive, challenging school experiences simply do not want a career in education.

At the K-12 level, studies reported by the Education Commission of the States (ECS) show that "minority students often are assigned disproportionately to low-level courses, where teachers may have low expectations for their achievement."

In addition, they are frequently taught by inexperienced teachers.

Dismal Supply

Minority teacher supply, both recruitment and retention, coupled with changing demographics paint a distressful picture:

- Some 41 percent of the minority teachers polled recently said they were likely to leave teaching as opposed to 25 percent of the non-minority teachers in the same survey;
- By the year 2020, black Americans will make up 39 percent of the population but only nine percent of the country's K-12 teaching force;
- The average child will have only two minority teachers out of about 40 during his or her K-12 school years;
- Minorities continue to be underrepresented among degree recipients in education when compared to their enrollment in higher education.

Education majors decrease

Historically black colleges lost 40 percent of their teacher education enrollment from 1977 to 1986, according to The Condition of Education, 1989.

Fewer minority students attending college are choosing teaching as a career than in the past.

Required entrance and certification exams have intensified the situation. A 19-state study found that nearly 38,000 minority candidates initially failed tests required to be certified as teachers. Has the reliance on standardized testing resulted in a more qualified work force? Multiple measures of a person's ability to teach that include cultural sensitivity are needed.

The outcome is that most black college students with solid academic skills (and there are many of them) simply do not wish to become teachers. Recent research suggests that fewer than 5 percent of black high school graduates in the top 50 percent of their classes have any interest in teacher training. Instead, these students are choosing engineering, business, medicine and the law. Their decisions are due, in part, to attractive minority scholarships provided by these businesses, industries, and other professions.

In South Carolina, we are experiencing a steady decline in the number of minority teachers. Since 1975, the percentage of black teachers has dropped from 32% to slightly more than 19%. Put another way, South Carolina has lost about one-third of its black teachers since 1975.

South Carolina Center for Teacher Recruitment

What is the South Carolina Center for Teacher Recruitment (SCCTR) doing to abate the decline in our minority teacher population? South Carolina is a national leader in the movement to improve public schooling. As evidence of the state's commitment to its 620,000 public school students, the General Assembly and taxpayers of South Carolina have invested nearly $1.5 billion since 1985 in one of the most highly regarded school reform laws in the nation, the Education Improvement Act.

In 1989 the General Assembly passed a new package of school improvement programs, "Target 2000," which represent an ambitious effort to move beyond the basic gains of the EIA toward a time when South Carolina's educators at the local level have a great deal to say about the way teaching and learning will take place in their individual schools.

To benefit fully from these investments, South Carolina must have an adequate pool of quality teachers available to staff its public school classrooms. The South Carolina Center for Teacher Recruitment is an aggressive effort by the General Assembly, the state's public and private colleges and universities, and the state public school system to recruit a new generation of academically able classroom teachers.

In 1989-90, the South Carolina Educator Recruitment Task Force, which oversees the Center, included representatives from 26 colleges and universities, from state education agencies, from professional education associations, from the legislature and from private businesses and industry. The Task Force selects a policy board of 14 members to direct the Center's activities. Four legislators serve as ex-officio members of this policy board.

The Center is housed at Winthrop College by mutual agreement of the task force members. Winthrop provides financial services and fiscal

accountability for the Center, but the Center is not a Winthrop program in the sense that the college does not set its policies or approve its program budget. The Center also reports annually to the state Commission on Higher Education, through which the Center's EIA-based appropriations flow. The Commission is charged with monitoring the effectiveness of the Center and two other programs that receive teacher recruitment funds — Benedict College and South Carolina State College. Under the Commission's leadership, these three organizations have formed the South Carolina Minority Teacher Recruitment Partnership to pursue their joint goals.

Provisos in the General Appropriations Act give budget review authority over the Center (and other EIA programs) to the General Assembly's Select Committee on the Education Improvement Act.

History

In 1984, following the passage of the Education Improvement Act, a group of state leaders concerned about the condition of South Carolina's teacher supply pool organized an Educator Recruitment Task Force to study the problem. The task force decided that funds were needed to support a teacher recruitment effort that would complement the school improvements called for in the EIA.

At the urging of task force members and with support from concerned members of the House and Senate, the Legislature earmarked $236,000 for teacher recruitment projects in the 1985-86 fiscal year. The S.C. Commission on Higher Education received the funds and invited higher education institutions and others to submit proposals.

The Task Force submitted a successful proposal to use the $236,000 to begin a centralized teacher recruitment effort, to be known as the South Carolina Center for Teacher Recruitment. The Task Force accepted an invitation to house the Center at Winthrop College, with the understanding that the Center would serve the entire state.

The Center became fully operational in February of 1986. During the 1985-86 legislative session, the South Carolina General Assembly established a regular appropriation for the Center for Teacher Recruitment, using funds generated from the EIA sales tax. The appropriations are channeled through the Commission on Higher Education to SCCTR's fiscal agent Winthrop College.

The Need for the Center

While South Carolina has not yet experienced a general teacher shortage, our state is experiencing shortages in a number of specific areas:

Rural - Rural schools continue to have difficulty locating an adequate supply of teachers in many disciplines. As a result, rural school administrators are forced to hire individuals of poor or mediocre quality, or they are forced to ask teachers to teach out-of-field. In a 1987 Center survey of rural superintendents, about half of those responding ranked the pool of candidates available for hiring as "poor" in at least one certification area. While the

rural teacher supply has shown signs of improving as more young teachers are attracted from out-of-state, rural schools continue to suffer high turnover, which weakens the stability of the system. A sustained, long-term effort supported by SCCTR is necessary in order for such districts to "grow" more of their own teachers.

Minority - In 1974, 30.5 percent of the state's public school teachers were black, while 38 percent of the student body was black. By 1989, the percentage of black students rose to 48 percent, while the share of minority teachers dropped to 20.5 percent. This drastic decline in minority teachers means fewer role models for young black students and less input into education policy from the black community.

Male - Across the United States in 1988, more than 30 percent of public school teachers were male. In South Carolina, fewer than 18 percent were male. Many educators support the idea that we need a visible male presence in the public schools at the instructional level.

Specialty areas - South Carolina has significant shortages in a number of certification areas, including special education, speech correction, foreign languages, mathematics, chemistry, physics and library services. These shortages have been declared "critical" by the State Board of Education.

Overall Quality - While efforts like the Education Improvement Act and programs of the Center are beginning to attract more young people and adults into teaching, there is evidence to suggest that the pool of teacher trainees contains many students who are academically weak. Despite a significant increase of nearly 70 points in the average SAT score of entering teacher education majors, the average in 1988 was still only 808, thirty points below the average for all South Carolina students.

Since the South Carolina Center for Teacher Recruitment was established in 1986, the states of Florida, Georgia and North Carolina have created similar programs. Most other states in the Southeast now have plans underway to establish teacher recruitment programs, increasing the need for South Carolina to take aggressive action to remain competitive in the teacher recruitment field.

Independent Evaluation

The South Carolina Center for Teacher Recruitment is monitored and evaluated for "effectiveness" each year by the South Carolina Commission on Higher Education. In its January 1989 report to the General Assembly, the Commission recommended the continuation of SCCTR and endorsed its request for additional EIA funds to expand the Teacher Cadet Program. The Center's largest investment, the Teacher Cadet Program, is thoroughly evaluated each year by the South Carolina Educational Policy Center (SCEPC) at the University of South Carolina and annual evaluation reports are available to interested persons. Other SCCTR programs are evaluated for effectiveness from time to time by consultants or staff. The Center's new ProTeam middle school program will be the subject of on-going annual

evaluations by the SCEPC beginning in July 1990. SCCTR will also begin the evaluation of its new minority college counseling program, College HelpLine.

How the Center Addresses Teacher Supply Needs

The Center, with the aid of its own research and the research of state and national scholars, and with direction from its policy board, has developed a series of programs aimed at addressing the problems of rural supply, minority supply, male supply, specialty area shortages and the problem of pool quality. These programs include:

1) Advertising and Marketing
2) Teacher Job Bank
3) Teacher Cadet Program
4) The "Pro Team" Middle School Program
5) In-Service Programs
6) Conferences
7) The South Carolina Teacher Forum
8) Minority Recruitment
9) Teachers in Residence

Teacher Cadet Program

The Center sponsors the Teacher Cadet Program, a year-long high school course in education for high school juniors and seniors meeting certain academic standards. Although the program has served hundreds of minority youth, many bright students write off teaching before they reach high school. That prompted the development of a new middle school minority recruitment program called ProTeam.

ProTeam Program

In an effort to reach more minority youngsters before their attitudes harden against teaching, South Carolina is piloting a middle school program called ProTeam, aimed at seventh and eighth graders with college potential. Attempts to recruit college-bound high school seniors into teacher training through the state's Teacher Cadet Program have met with some limited success, but the efforts are not sufficient to halt the absolute decline in numbers.

The two-year ProTeam pilot, supported in part by the Edna McConnell Clark Foundation, makes it possible for minority middle school students to work closely with a supportive teacher and to associate with high school and college-aged peers who have made a commitment to academic achievement and professional careers.

The name ProTeam was devised by middle school teachers. A colorful logo has been developed for use on T-shirts and other materials. Students are encouraged to be Pro-success, Pro-college, Pro-teaching and Professional.

Twenty-two South Carolina middle schools participated in the pilot in 1989-90. The 22 pilot school sites served a total of 420 students during 1989-90. Of the 420 students served, 349 were minority. About half the schools offered a structured club activity; the other half worked with students in a nine-week

exploratory course that met every day. Both groups used a 140-page pilot curriculum called DreamQuest: The ProTeam Experience that uses simulations, game-playing, student team learning, and other "hands-on" learning techniques.

During the pilot's first year, the staff presented parent workshops about college scholarship opportunities and addressed a prejudice against teaching careers voiced by many minority parents during recent focus-group research in South Carolina.

Growth of the ProTeam Program

The South Carolina General Assembly approved nearly $100,000 in new funds to support an expansion of the ProTeam and 22 additional middle schools have signed agreements to join the 22 pilot school sites. This expansion means that ProTeam will have 44 schools participating in 1990-91 and will reach about 1,100 black 7th and 8th graders with its messages about college and teaching.

Program Components

The ProTeam invites personal growth through fun activities focusing on personal development, group interaction, and service to others.

- The ProTeam encourages focus on the positive aspects of self, family, community, school, and job.
- The ProTeam develops and enhances leadership skills.
- The ProTeam expands horizons to include those necessary for success in college and a professional career.

Curriculum

In early August 1989, SCCTR completed work on a pilot curriculum for the ProTeam program. Dr. Kenneth Bower, an education professor at the College of Charleston and author of the SCCTR Teacher Cadet curriculum, served as primary author. Jackie Stanley screened Bower's work and developed additional materials; John Norton served as editor and desktop publisher.

The 140-page DreamQuest curriculum is a four-pronged approach that will take middle school youngsters from knowledge of themselves to the knowledge they will need to set personal goals and pursue them to realization.

- **Building Self-Esteem**
  Unit One: "I Know Myself" is a series of activities designed to analyze the variety of ways that we come to know who we are.

- **Developing Group Skills**
  Unit Two: "There's Always Somebody That You Don't Like" explores the most productive ways to work in groups, even when there's somebody you don't like in the group.

- **Learning What it Means to Help (and Teach)**
  Unit Three: "Help!" provides activities through which students will consider what it means to help others.

- **Building a Vision of a Future that Might Include Professional Teaching**
  Unit Four: "I Also Have a Dream" uses Martin Luther King's famous speech as a springboard to study the pursuit of dreams, particularly the dream of attending college.

Students begin by examining their own personalities and what being "professional" means to them. They can learn to see themselves not only as individuals but also as members of a team. In a section on helping, they identify a national or local hero, explore the hero's life, prepare a lesson about the hero and teach it to a group of younger students. In the final section of the curriculum, students examine what it means to dream by studying those of Martin Luther King, Jr. and then exploring the dream of college and a professional future.

Students also work with friends and younger students in "teaching-like" situations where they build self-confidence and an interest in the teaching act. The youngsters will leave the course of club experience with a better understanding of career options (including teaching) and of prerequisites for college admission.

Several of the 1989-90 pilot sites asked the Center to develop an optional 18-week ProTeam curriculum because of the course's popularity with students. During the summer of 1990, the curriculum writing team met this request by adding more teaching and community activities. The team also carried out minor revisions of the existing curriculum, based on the recommendations of pilot site teachers.

In addition to the DreamQuest curriculum, there is a club activities handbook. The handbook is designed to be used as a follow-up to the DreamQuest curriculum. Schools are encouraged to implement a ProTeam club at the completion of their nine-week or semester class.

Parent Component

During 1989-90, the Center began experimenting with a "parent component" of the ProTeam program. A two-hour workshop was developed that aimed at raising parent awareness about (1) student success in high school; (2) college prerequisites; (3) the excellent job market for minority teachers; and (4) college admission and finance requirements and college scholarship and loan opportunities. The five workshops received outstanding evaluations and were very well attended by 72 parents, of whom 95% were minorities. The evaluations suggested that parents, who often discourage their minority youngsters from considering teaching, are willing to listen and reconsider their opposition to teaching careers. The workshop material has been revised and other teachers will be trained to present the

material, with the goal of offering the workshop to all parents of children in ProTeam in 1990-91.

Program Evaluation

The South Carolina Center for Teacher Recruitment has set aside $4,500 in its 1990-91 budget to begin a formal evaluation of the ProTeam effort. The South Carolina Educational Policy Center at the University of South Carolina, which evaluates the Teacher Cadet Program, has agreed to develop a ProTeam evaluation mechanism as well.

Field Experiences

Opportunities for ProTeam students to observe and model teachers are built into the curriculum. Specific activities allow each student to participate in teacher-like experiences. ProTeam teachers encourage and utilize all opportunities to connect these students with good teachers and good teaching skills. Our aim is to expose the students to the excellence and professionalism demonstrated by teachers they can identify with in their schools.

Suggested field activities include:

- Researching and teaching lessons about heroes to younger students;
- Peer tutoring programs;
- Tutorial programs for younger students;
- Planned presentations to small and large groups;
- Teacher/educator shadowing;
- Team teaching through triads, pairs, etc.;
- Community volunteer services to assist others in basic skills, literacy campaigns, etc.;
- Teaching assistants; and,
- Participation in special teacher recognition/appreciation activities.;

We want to ignite in these students the excitement and enthusiasm for teaching that will encourage them to consider teaching as a viable career choice.

Program Requirements

At a minimum, each program provides:

- A meeting or reception to explain the program to parents;
- Opportunities for students to take part in "teaching" activities (tutoring, teaching a short lesson, assisting teachers, etc.);
- Opportunities for students to observe and talk with teachers and administrators about the profession;
- A realistic view of the requirements of college, provided by minority college students where possible;
- An experienced teacher with exemplary teaching skills and high student rapport to teach the exploratory course or supervise the ProTeam Club;
- All students enrolled in the program will be identified by the school as students with potential to succeed academically in high school and college;

- The school will emphasize the recruitment of minority students, in keeping with the program's aim to help expand the future pool of minority teachers;
- A program will have at least 10 students and no more than 25 students involved, unless an exception has been arranged in writing with SCCTR;
- The ProTeam teacher will take part in a day of curriculum training;
- The middle school agrees to allow the teacher and students to take part in a one-day activity to be held in Charleston or Columbia in May (SCCTR will cover travel, meal and substitute costs);
- The middle school agrees to follow ProTeam curriculum guidelines, with the understanding that teachers may develop activities of their own in keeping with the spirit of the curriculum. SCCTR will furnish all curriculum materials; and,
- The middle school agrees to allow an SCCTR representative to visit the ProTeam students and meet with the teacher and principal to discuss the progress of the program at least twice during the school year;
- The middle school agrees to allow students in the program to have "teaching-like" experiences through tutoring, teacher assisting, and similar activities; and,
- The middle school principal and teacher agree to complete a written SCCTR evaluation of the ProTeam program and curriculum at the end of the school year.

Counseling Available

A popular myth abounds that academically able minority students are inundated with scholarship offers. Certainly, this is not the case in the field of education. For this reason, SCCTR started College HelpLine, a minority counseling program. This program helps students who may not go to college without assistance on meeting application deadlines, making contact with college officials, or receiving other important information.

Last year, we contacted 35 students personally. About 95% of them were admitted to the institution of their choice and received financial aid when they qualified and sought it. We give highest priority to Teacher Cadets and others interested in teacher education. Both ProTeam and College HelpLine are directly targeted to minority students; however, participation is not limited. The Center will assist any student or district committed to expanding the pool of minority college graduates and teachers.

Encouraging a team effort to include families, students, schools, communities and college/universities should enhance the efforts to recruit and retain minority educators. The diversity of our society and our state is not represented if less than one in ten teachers is black. America owes the children of this country the opportunity to interact with adults who reflect the diversity of ethnic and cultural backgrounds which has made this nation great.

Project RECRUIT: Regional Eastern Carolina Recruitment of the Underrepresented Into Teaching

Christine Fitch, East Carolina University, and
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The plight faced by our nations' schools and our society with the rapidly decreasing minority presence in education is now critical. Predictions were made that black teacher representation would be reduced to less than five percent by 1990 (Futtrell, 1987). Still others have projected the low percentage will be reached by the year 2000. If 1990 actually saw the projected figures become reality, then we have already reached an all-time low. Should 2000 be the actual date, then that is just around the corner. Regardless of which date is used as the yardstick, the problem is upon us. We are faced with the reality of a shortage of minority teachers in education. The role models for our minority children are quickly diminishing. Furthermore, we are losing the opportunity for the majority population student to benefit from a perspective which enhances multicultural education. While varying strategies have been offered to address the declining minority teacher presence in education, Project RECRUIT is another effort toward that end.

The North Carolina Overview

While North Carolina has shown an increase in the number of minority students stating intentions to attend senior institutions of higher learning - from 26 percent to 30 percent - according to a 1986 publication by the NCAE, the numbers enrolling in teacher education programs have declined (Table 1). In 1982, schools of education in the University of North Carolina System showed 1,781 blacks enrolled in Bachelor, Masters, and Doctoral programs. By 1985, that number had fallen to 1,545 students in the combined programs (NCAE, 1986) (Table 2). Similarly, traditionally black non-public institutions in North Carolina have shown a decreasing trend in their teacher training programs. In 1978-79, the number of undergraduate degrees awarded in education was 244 while 1984-85 showed 118 degrees awarded from Barber-Scotia, Bennett, Johnson C. Smith, Livingstone, St. Augustine's, and Shaw (Table 3). Yet, graduating with the degrees in education does not allow one to teach in North Carolina. These individuals must then be certified using the National Teacher Exam (NTE). In the spring of 1984-85, there were 779 black education graduates from North Carolina public and private black institutions of higher education, but only 52.4 percent or 408 were certified to teach (Table 4). This follows a trend in the state that shows a decrease in numbers certified going from 15.4 percent of the newly certified in 1974 to 9.3 percent in 1985 (Table 5). The picture becomes bleaker when the employment trends are examined for the public schools of North Carolina. Of the 51,221 teachers in the North Carolina public schools in 1974-75, 11,001, or 21.58 percent were black. This compares to a teacher force of 56,086 of which 11,031 or 19.70 percent for 1984-85 for a 1.28 percent decrease in black

teachers (Table 6). The shortage threatens to be more severe as blacks with 25 years or more and 30 years or more of service opt out of teaching by choosing to retire. As of 1985-86, 3,246 blacks or 28 percent of the black teacher force could retire with 25 or more years service up to and including the 1989-90 academic year. Those blacks eligible to retire with 30 or more years are projected to number 1,517 or 12.8 percent between 1985-86 and 1989-90 (Table 7). This depletion of black teachers in North Carolina would be devastating. The situation has become compounded by the reality that job vacancy areas do not match certification areas of black applicants and that blacks most often do not replace blacks who leave the system.

Strategy for Change

Though programs such as lateral entry may create short-term solutions or the "quick fix," programs of longer duration must be developed. Project RECRUIT seeks to provide one such avenue for more durable results. It seeks to cultivate the interest in teaching for junior and senior high school students as well as giving attention to minority teachers during initial employment. It is a collaborative effort between an institution of higher education (IHE), East Carolina University, and a local education agency (LEA), Pitt County Schools.

Located in rural eastern North Carolina, ECU is the largest teacher training institution within the constituent university system. It is therefore seen as contributing significantly to the teacher population.

Pitt County Schools is the tenth largest system within North Carolina. It has 31 schools and approximately 17,302 students with a minority student population of 8,607. The Pitt County Schools serve as an induction system since the vast majority of ECU's student teachers are assigned within it.

The project is funded by the North Carolina State Department of Public Instruction for 18 months and is intended to be used as a model for other IHE's and LEA's. It was designed to build upon Project TEACH which is part of North Carolina's comprehensive approach to recruiting minorities into teaching. TEACH identifies and serves seventh graders and twelfth graders. Project RECRUIT focuses on eighth through eleventh graders, college students and initially certified minority teachers.

Through Project RECRUIT, teacher education can be strengthened in the following ways:

- the creation of a potentially larger pool of prospective minority teachers,
- better communication, commitment, and interaction between LEAs and IHEs,
- more extensive support of potential minority teachers, and
- more likelihood of completion of the college requirements.

Project RECRUIT will additionally foster positive minority role model identification; enhance the positive image of teaching as a career option for minorities, thereby strengthening teacher education.

Project RECRUIT is to be implemented in an eighteen month time frame. The major strategies and activities follow:

Strategy #1: Identification of minority students from eighth through eleventh grade as well as college freshmen and sophomores who have not declared majors. This was achieved through the following means: 8th - 11th graders - computerized school records (i.e., grades, test scores, etc.), teacher and/or counselor recommendations. College students - based on admission application information. Additionally, faculty, both at the public school and college levels, are identified to target minority prospects.

Strategy #2: To provide exposure to the college environment, awareness of and appreciation for the teaching profession.

Activities: (a) College Interest and Visitation Days, (b) Why Teach Day (Panel Presentation), (c) Teacher Interest Days.

(a) College Interest and Visitation Days allow the students to actually go to selected college campuses, including tours, classroom visits, talks with admissions and financial aid personnel as well as interactions with various student groups. This activity would be targeted to the secondary grade students of Project RECRUIT as well as the seventh and twelfth grades of Project TEACH.

(b) Why Teach Day targets the public school students, the undeclared college freshmen and sophomores, as well as college juniors and seniors already in teacher education programs. This activity brings in notable minority role models (teachers) in a panel format. One-half of a day would be targeted for 7th-8th graders while the second half of a day would be for 9th-12th graders. Activities would be structured to include college freshmen-sophomores and college juniors-seniors. The culminating activity would be a program for all participants to interact with each other.

(c) Teacher Interest Days center on having students prepare and actually teach in a classroom setting after having spent time in the classroom of an assigned teacher.

Strategy #3: Development and implementation of a minority support system.

Activities: Establishment and implementation of (a) Peer Mentor Program, (b) Minority Mentor Teacher Program, (c) Minority Crisis Advisory Network and (d) Minority Assistance Program.

(a) The Peer Mentor Program would match secondary students and undeclared college freshmen-sophomores with the college juniors-seniors who have declared education as their majors (included in this will be the NC Teaching Fellows).

(b) The Minority Mentor Teacher Program would match minority students, both secondary and post-secondary, with teachers who had completed a faculty interest survey. The teachers would be available to the students in regard to problems, educational issues and for general support and encouragement.

(c) The Minority Crisis Advisory Network would focus on the post-secondary student with primary attention to seniors at the student teaching level. Made up of individuals from all levels of the public schools and college faculty supervisors, this advisory group would intervene as arbitrators when

problems arise during the student teaching experience. Additionally, this network would provide on-going support to the student teacher on non-crisis time and support to initially certified minority teachers.

(d) The Minority Student Assistant Program would focus on academic and financial support areas for students involved in Project RECRUIT. Included would be the following:

1. academic tutorials for assistance - course work,
2. workshops for SAT and NTE preparation,
3. workshops providing college admission and financial aid information,
4. Scholarship Clearinghouse to provide information to minority students on scholarships, grants, loans and fellowships available for individuals interested in teaching, and
5. An awards/recognition banquet that would also include the 12th grade students involved in Project TEACH.

Evaluation

Evaluation of Project RECRUIT will encompass several strategies. Included among those will be the following:

- Evaluation checklists of the college visits, Why Teach Days presentation, Teacher Interest Days, tutorials, SAT preparation workshops, NTE preparation workshops, and Summer Assistant employment.
- General follow-up and tracking will be employed to determine status of students in Project RECRUIT (to insure that college preparation courses are being enrolled in, to determine number of students entering college with declared education majors, and determine number of students completing teacher education programs and accepting teaching positions).

Continuation

Continuation of Project RECRUIT is expected after project funds have been used in two ways. First, the public schools will utilize staff development funds to cover cost of the preparation workshops (i.e., SAT, NTE), Why Teach Days (Panel presentation costs) and half the stipends for the Summer Assistants placements. Second, the universities will assume stipend cost for other half of the Summer Assistants placements. Clerical support cost will be assumed by the school systems after project costs are used. The Awards/Banquet cost is hoped to be underwritten by local businesses. Other components of the program will be on a voluntary, time donation basis.

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The Impossible Dream? Not Really
Recruitment and Retention Strategies That Work

Martha Bell and Marcella Kysilka, University of Central Florida

Zora Neal Hurston, in Their Eyes Were Watching God, observes that "ships at a distance carry every man's wish on board." For many African-American and Hispanic youngsters in the Central Florida area, that wish has not always included successful completion of a baccalaureate degree. According to recent area statistics, the number of minority elementary and secondary students is increasing, while the number of minority teachers is decreasing. The disparagement between minority students and teachers has far-reaching consequences; not only do minority students lack positive role models, they also lose an incentive to continue their postsecondary education. This presentation presents a collaborative model of recruitment and retention of minority students in higher education in an effort to increase the number of qualified minorities in the teaching profession.

University of Central Florida

The University of Central Florida, located in Orlando, was established in 1963. A four-year, co-educational, general purpose university, the University of Central Florida is accredited by the Southern Association of Colleges and Schools and National Council for Accreditation of Teacher Education. As a member of the State University System of Florida, it is governed by the Florida Board of Regents.

The University of Central Florida is the fastest growing university in the state university system. Specifically, for Fall 1990, 21,242 students were enrolled. Of that number, 18,362 were Caucasians, 853 were African-Americans, and 1,238 were Hispanics.

From the time of its inception, the University of Central Florida was considered an "all white" school. Recruitment of minorities, while not a number one issue in a school where there were always "too many students," was always a priority; however, statistics show that our previous efforts were not successful. The highest percentage of Afro-American students attended during the '70's where it was reported that 6.9% of students were Afro-American. However, in the 1990's, only 4.0% of the 21,242 students were Afro-American. As UCF was growing overall, the numbers of our minority and particularly the Afro-American students were not keeping pace. We were not attracting students to our programs.

Part of the problem within our own community is the location of the school and lack of good public transportation to the university. UCF is located on the far east side of Orlando and most of the minority population in our area is in the far west, and north-west areas of town, thus making it difficult for students without their own transportation to get to the UCF campus. UCF also serves an 11 county area of Florida which includes Brevard, Citrus, Flagler, Lake, Levy, Marion, Orange, Osceola, Seminole,

Sumter, and Volusia counties. We have additional campuses in Brevard, Volusia, and Lake counties; however, for many students travel to UCF or its additional campuses can mean distances of 30-40 miles.

Our difficulties regarding recruitment of minorities in the College of Education were also compounded by the raise in admission and graduation standards required of all teacher candidates.

Admission to Teacher Education

The College of Education at the undergraduate level prepares students for careers as elementary, secondary, exceptional, and vocational education teachers. Bachelor of Science degree offerings include: Art, Elementary, English Language Arts, Exceptional Child, Foreign Language, Mathematics, Physical Education, Science and Social Science Education and Vocational Education and Industry Training.

Although each department in the College of Education may have additional refined entrance requirements, the following College requirements must be met by all students:

- Present passing scores on all parts of the College Level Academic Skills Test (CLAST);
- Present a score at or above the 40th percentile on the ACT (19) or SAT (860);
- Present an overall G.P.A. of 2.5 and meet general University freshman or transfer student requirements (University of Central Florida Undergraduate Catalog, 1990-1991);
- Achieve a grade of "C" or better in "Teaching Strategies," the beginning course in teacher education, and successfully complete tutorial requirements.

College of Education Graduates

In the history of UCF, we have graduated 9,000 undergraduate teachers, most of whom serve the public schools in our 11 county area. Of these 9,000 students, 20 (.2%) were Native Americans, 21 (.2%) were Asians, 132 (1.45%) Hispanics, 326 and (4.29%) Afro-Americans. However, these figures do not mirror the minority numbers within our school population. For instance, there are approximately 100,000 students in the Orange County School District, the largest school district served by U.C.F. Of that number, 64% are white non-hispanic, 25.6% are Afro-American, 8.32% are Hispanic, 2% are Asian/Pacific Islander, and .13% are identified as American Indian/Alaskan native.

If the children in our local public schools are going to have good role models, UCF needs to improve their recruitment and retention efforts for minority students. Recognizing our previous poor performance in recruiting minority students, and looking at national statistics about Afro-American attendance in college which were not encouraging, we realized that our recruitment and retention efforts of minority students had to be multidimensional if we expected to improve our statistics.

Description of Projects

In order to deal with the serious problem of attracting, preparing, and retaining qualified minority students in the College of Education, the UCF College of Education has established an Office of Minority Teacher Education. Supported in part through a grant from the Ford Foundation via Florida State University, The Project Office is currently conducting an intensive recruitment and retention effort with other counties in an effort to increase the number of qualified minority students in teacher education.

Additionally, the College of Education is a part of the successful TEAM Consortium (Teacher Education for America's Minorities) with seven other institutions in the state of Florida and convened by Florida State University.

Components of the TEAM Project include:

1. Identifying, selecting, and recruiting minority candidates who have high potential for teaching but may need special education treatment to qualify for and be successful in the UCF teacher education program. For the pilot pool, 25 students have been identified to participate in this project. Of this number, 5 are sophomores, 14 are juniors, and 6 are seniors. Six students are engaged in junior student teaching; one student is in senior student teaching.

   The average college GPA for these students is 2.5, the average ACT score is 18 and the average SAT score is 798. Of the 25 students, over 70% are first generation college students.
2. Work/study support positions in educational setting. Each student in the project who is not engaged in junior or senior student teaching is provided work/study support in an educational settings. Positions include teacher assistants, tutors in elementary schools, and student assistants in the college. Each student is paid $5.00 an hour for up to 15 hours a week. For students engaged in junior or senior student teaching, a small stipend is awarded to each student to help defray the costs of going to school.
3. Supplemental financial assistance based upon financial aid guidelines. Over three-fourths of the students receive the traditional Pell grants. For those students in the project who are not eligible for Pell grants, a small tuition scholarship is awarded to defray the cost of the tuition.
4. Designing a collaborative early identification program. Contact has been established with Future Educators of America chapters in each of the school districts. Additionally, the College participates in the Summer Career Exploration Modules through the UCF McKnight Centers of Excellence that brings high school students to the campus during the summer to explore careers in education.
5. Remedial and developmental assistance through existing support services. The Student Academic Resource Center, commonly referred to as SARC, provides programs and facilities to meet the diverse academic needs of UCF students with the following services: tutorial services, CLAST preparation, study skills assistance, standardized test

preparation, and computer-assisted instruction. All services in the Center are free of charge.

6. Mentoring. Each minority student in the College is assigned a Faculty mentor. Moreover, community mentors consisting of positive professional role models are also used. Currently 70 students have a Faculty mentor. Over three-fourths of the Faculty in the College of Education are participating in this program. Faculty mentors help students to develop greater understanding of university life and the opportunities it presents.
7. Peer support systems are used in an effort to assist students in becoming acquainted with other minority and majority students. A trained group facilitator works with all participants on a weekly basis in such areas as time management, memorization skills, presentation skills, and getting to know one's self.
8. Collaboration with community colleges. Each community college in the UCF service area is invited to become a part of the Minority Teacher Education Task Force. Members of the task force meet on a quarterly basis to share strategies, areas of concerns, and networking. Additionally, Project staff are invited to various community colleges to share information about the project.
9. Follow-up on admissions contacts. For each student at the high school level who expresses an interest in teacher education, processes are in place whereby a referral from the admissions office will be followed by personal contact from a member of the project staff. Students will be invited to visit the campus, meet with professors, and talk with other students in the college who have similar academic interests.
10. Establishment of Minority Teacher Education Task Force. This Task Force consists of Project Staff, members of the College of Education faculty and administration, a representative of the Admissions, Office, Directors of Financial Aid and Minority Student Services, representatives of counties "Grow Your Own Minority Teacher Projects," community college representatives and representatives of the other colleges within the University.

Reach-Out Programs

Supported in part through a grant from the State Legislature and supplemented through the University of Central Florida, three comprehensive summer programs are offered to increase minority student motivation and preparation for entry into postsecondary institutions. The three programs offered, residentially at UCF, are the Summer Career Exploration Modules for 9-12 graders, Summer College Readiness Program for 6-8 graders, and Bridges to Success for high school seniors. These programs are offered through the Office of Undergraduate Studies at the University.

One program that needs to be highlighted is the Summer Career Exploration Modules Program. This program exposes high potential

minority students with a minimum 2.5 grade point average to careers in the fields of Arts & Sciences, Business Administration, Education, Engineering, and Health. Selected students live in the University resident halls and are expected to attend all scheduled classes and activities with the group. College students serve as counselors and live in the residence halls with Module students. The program is for 6 days and is free. Module activities include workshops, presentations and activities related to:

- a college education -- of what value?
- admissions - how to get into college
- financial aid
- support services
- orientation to college life

The Cooperative Scholars Program

The Cooperative Scholars Program is a joint venture project of the Orange County public schools, Valencia Community College, and the University of Central Florida. The Cooperative Scholars Program targets elementary, middle, and high school minority students who have the potential for high academic achievement. The program services include:

1. developing leadership skills through the affiliation with the Florida Future Educators of America clubs (FFEA);
2. providing positive role models who will encourage students to reach their full potential;
3. assisting students and parents with financial aid application procedures; and
4. providing job opportunities for qualified students.

Minority Teacher Recruitment Project

By establishing partnerships with existing educational, private sector, and community resources, the Task Force seeks to institute a model program called the Minority Teacher Recruitment Program in an effort to recruit, train, certify, and employ minority teachers. The initial major target groups are school board employees (aides, substitutes, and all classified persons) who want to be certified teachers and college graduates who wish to pursue a career in teaching. Services offered by the Minority Teacher Recruitment Program include transcript analyist, individual academic planning, access to study programs, and assistance in preparing for the Florida Teacher Certification Exam.

Initial results are very promising. Thus far, 33 minority teachers have been hired as a result of the program's assistance, further, over 50 persons have been enrolled in programs leading to teacher certification.

Midway Project

The midway Elementary School is located in the Midway community of Seminole County and enrolls 440 students in grades 1-5 Of that number, 88% are minority students. 75% of the students are on free or reduced lunch

programs, and 75% of the students are being raised in single parent homes. The school population mirrors the demographics of the community. According to the 1980 U.S. Census, there were 2,139 people living in Midway. Of that number, 1,935 were African American, 171 were white, and 20 were Hispanic. Of the 699 families residing in Midway, 162 families had females as heads of households.

Because of the number of students of Midway Elementary School who are a high risk to drop out of school, the College of Education entered into a partnership agreement to assist the faculty and staff in improving the educational opportunities at Midway. The leadership of the school and the college have met to form a plan to enhance the programs offered at the school. One effort that has materialized from this planning is that the College of Education faculty has made a commitment to donate professional time to the school. Faculty expertise in multicultural understanding, counseling, teacher education, and content specifics have been donated to the school. Additional efforts are being made to secure resources for the school through the community at large. It is believed that the long-term effects of such early intervention may assist in:

1. lower drop out rates of these students;
2. development of a positive attitude towards education;
3. university personnel developing a better understanding of this population and of successful strategies for working with this population which can then be transmitted to college preservice teachers; and
4. a desire on the part of some of these students to seek a college education, hopefully in teacher education.

Discussion

The multidimensional program is in its fourth semester of existence and tentative findings are clear and encouraging. For Fall and Spring, 1989-90, 5 African-American students received degrees. SAT scores increased, as did ACT scores. Ninety percent of the students currently in the program have passed all sections of the CLAST. Grade point averages are gradually climbing. Additional factors that still need to be addressed include:

1. Lack of academic preparation. Many students enter the university setting underprepared for the rigorous academic courses. A case in point is that of College Algebra. Mathematics, notes Sells (1980) is the invisible filter; students who do not acquire a sufficient background are virtually eliminated from an inordinate number of careers. Students must be encouraged to take high level math courses. Still another area is that of foreign languages. In the state of Florida, students must take a full year of a foreign language in college. Many students enter the college setting with a half year of foreign language. Needless to say, they experience much difficulty in the second semester of a foreign language course.

2. Financial assistance. For most of the students, financial assistance beyond that of a Pell Grant is needed. Work/study support positions in elementary and secondary settings must be supported.
3. Transition from community college to university. Anglin (1989) notes that while community colleges are fertile grounds for potential teachers, early participation of a teacher education institution's faculty in partnership with the community college's counselors and faculty is critical for advisement and appropriate course offerings. Currently UCF is working closely with one of our feeder schools, Valencia Community College to plan appropriate programs of study for perspective teachers.
4. Minority students will need to develop a different mindset toward the college experience. Dudley and Bell (1990) note that there are some who say that minority students don't want an education, do not assert themselves more in an academic setting and the list of "do nots" continue. Because some minorities see their peers still in a cycle of poverty and despair, minorities may feel that education is of little value, especially a college education. When minorities look at salaries paid professional athletes and entertainers, the realities are not always present. Educators and role models must care enough that they put into effect strategies to show that education is the best way, the safest way, and the surest way to a stable, secure lifestyle.
5. Institution-wide commitment. Institutional commitment begins from the top. Key administrators must provide aggressive leadership and support for this effort. With support comes financial commitment and resources (American Council on Education, 1989).
6. Monitoring of local school systems and institutions. Dilworth (1989) notes that local school systems and institutions must be monitored. Questions and issues that need to be addressed include: Are minority students being encouraged or discouraged into entering 4-year colleges? Are they taking the courses that will qualify them for entry? Are the colleges in the community recruiting athletes from the urban cities and students from the suburbs?
7. Involvement of faculty. The importance of faculty support cannot be overemphasized. Minority students' success as well as those areas in need of improvement are shared with Project Administrators. The project staff presented in faculty meetings on several occasions and faculty members were encouraged to refer students that they felt could benefit from the program.

Lastly, a quote by Haberman (1989) appears quite appropriate in discussing the recruitment/retention issues. Haberman (1989) notes that "in truth, we can improve the quality of teacher education and recruit more minorities into teaching. What's needed is the will to do so."

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A University Mentoring Program to Increase Minority Student Recruitment and Retention in Teacher Education

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Introduction

The demographics of our nation and the Greater Dayton Area in which we live are in a constant state of change. It is extremely important that we pro-actively respond to issues that will change and enhance the quality of life for all of our citizens. Academic communities have a role and responsibility to understand and improve the human condition, and provide positive leadership in meeting the needs of all of the citizens it serves. As these changes occur, academic communities must provide the leadership for planned change.

Wright State University is a metropolitan university in Dayton Ohio with an enrollment of approximately 17,000 students. Wright State has redefined its mission as that of a metropolitan university. In light of that redefining, the University's mission statement includes a pledge to provide the leadership to address the educational, social, and cultural needs of the Greater Dayton Area. This is demonstrated by a commitment to enrolling, supporting, retaining, and graduating traditional and non traditional students regardless of race, religion, gender, age, economic status, ethnic origin, or political belief. A part of the commitment to this mission also includes specific strategies to recruit and retain minority students--especially Blacks--who represent the largest, minority group located in the Dayton area.

In its redefined mission as a metropolitan university, Wright State is making an institutional commitment to cultural diversity. This commitment is occurring not merely from the bottom up but also from the top down. The idea that diversity is valuable should be encouraged and penetrates all levels and individuals.

Minority representation in the student and faculty ranks has been a chronic problem at W.S.U. During the 1986-87 academic year, Wright State's College of Education and Human Services employed only 3 Black faculty, and there were only 4 Black students enrolled. Even now, there are only 8 black students in the undergraduate teacher education program of approximately 725 students.

Recruitment and Retention Strategies

Some of the strategies implemented to date to improve the recruitment and retention of minority students include:

- The hiring of more minority faculty members. In addition, the Wright State University Administration has provided financial incentives in the amount of a $15,000 augmentation to a college's operating budget for each Black faculty member hired.

- The University has made other commitments including the creation of a new senior level administrator (a vice president for minority affairs) position to coordinate all activities and efforts to recruit and retain minority students. This position will be filled by 9/1/91.

- Within the College of Education and Human Services, as well as within other colleges of the University, a Horizons Program has been established which identifies 10-15 minority students per year who are both good high school students and interested in becoming teachers. These junior and senior high school students spend the entire summer on campus taking college courses and being employed part time by the university. Each student is involved in a community project related to education and writes a paper summarizing this experience.

- A "Teacher for a Day" program was started in which area high school students, predominantly black, who are interested in teaching as a career are brought to campus for a day. These students are addressed by the Dean, Teacher Education Director and divided into small groups for discussion purposes. This "Teacher for a Day" program is designed to familiarize minority students with the campus in general and make them feel comfortable with the WSU surroundings.

- At the graduate level, the Accelerated Teacher Certification Program, a program which grants certification to non-education graduates, has made a concentrated effort to recruit and retain minority candidates. The latest group of 27 included four minority students.

- Finally, the Wright State University Strategic Plan has as a stated goal adding to the cultural, racial, ethnic, and gender diversity of the College faculty and staff and increasing access and success for individuals representative of culturally, racially, and socio-economically diverse backgrounds. The College of Education and Human Services as well as the Department of Teacher Education have adopted similar objectives in their strategic plans.

But in spite of these and other college and university minority recruitment and retention efforts, the minority student numbers are not adequate. New and fresh ideas are needed to more vigorously recruit and retain minority students. The problem of minority recruitment and retention is not unique to Wright State University. To address this problem, Henniger (1989) suggests cooperative efforts with public schools, business, and government should assist minority recruitment. He also suggests recruitment from junior colleges and the work force as potential sources for talented minorities. Glazer and Venezia (1988) suggest using high school teachers as mentors.

The Mentoring Program Concept

Athletic programs have successfully recruited star athletes by assigning a specific coach or mentor to keep in regular contact with that athlete and to "sell" the advantages that a particular university has to offer the desired athlete. Colleges of Education have traditionally accepted students who, totally on their own, select both the college and their particular major. The research which emphasizes this personalized recruiting plan makes no mention of a mentoring plan for non-athletes. But, if this approach works in an athletic program, why not see if it can be effective in an area such as minority recruitment and retention. If you want a good athletic program, you recruit and retain good athletes. If you want to supply the community with qualified minority teachers, you recruit and retain good minority students. Where old ideas are clearly not working, new approaches need to be instituted.

This regular student-mentor contact could continue through the first two years of a minority student's undergraduate program. These college students would then become part of an on-going program of the further recruitment of minority students in education. The college student recruits would participate in the quarterly skill building/social activity phase of the recruiting effort as students who can be role models for younger students.

There are approximately sixty members of the faculty and staff of the College of Education and Human Services. Each of these employees could be assigned as a mentor to an area tenth grade high school minority student. These will be students who have indicated an interest in attending Wright State University and becoming teachers. Their academic record should suggest strengths appropriate for successfully completing the education training program.

Six area high schools with significant minority enrollment will cooperate with our College. An attempt will be made through these schools to identify sixty appropriate minority students interested in attending Wright State and becoming teachers. One faculty/staff person will be assigned as a mentor to each minority student. This mentor will make an initial contact with the student and his/her parent. Thereafter, the mentor will contact the student at least once quarterly and include the student in some on-campus activity. In addition, once per quarter all of the students will attend a common activity on the WSU campus which will combine a skill building activity with a social activity. An effort will be made to build a sense of "oneness" with this group.

Program Objectives

This proposal for the recruitment and retention of qualified minority students in the College of Education and Human Services at Wright State University will address the following objectives:

1. To establish a direct recruiting relationship with specific school districts which should enhance minority recruitment possibilities.

2. To assign a specific faculty/staff member to each minority student so support can be established with each selected minority student.

3. To have the mentor bring the student to campus once per quarter for a selected activity to help that student get familiar with the WSU campus.

4. To have one skill building/social activity per quarter for the entire group of students so a "oneness" can be developed among group members.

5. To continue to contact these students after they enroll at WSU to help them with any problems they encounter so these students will stay at WSU.

6. To use the recruited students in future recruiting efforts by making these students part of the skill building/social activity which would continue quarterly.

Summary

More creative and aggressive ideas for minority recruitment must be developed. A mentoring concept which begins in the student's junior year in high school and continues until the completion of the undergraduate degree will hopefully increase both the recruitment and retention of minority students into our teacher education program.

Varied and continuing efforts to correct the problem of inadequate minority representation among our nation's teachers must be addressed. We hope that our proposed mentoring concept can offer a partial solution for this nationwide problem.

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Mentorship Work/Study Program Designed to Accelerate the Role of Minorities in Education

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Program Background

The Mentorship Work/Study Program Designed to Accelerate the Role of Minorities in Education (Mentorship Plan) is a systematic plan of action aimed toward increasing the number of minorities in Ohio's classrooms. It consists of three distinct initiatives:

- A future Teachers program at the elementary, junior high school, and high school levels
- A collegiate level (baccalaureate/post baccalaureate degree) teacher preparation program to enable adults to complete college and enter the teaching profession
- An induction program to assist program "graduates" during their initial year(s) of employment

This strategy is a cooperative effort developed by the College of Education and Allied Professions at Bowling Green State University (Bowling Green, Ohio), Firelands College of Bowling Green State University (Huron, Ohio), and the Sandusky City Schools (Sandusky, Ohio).

Cooperating Agencies

Bowling Green State University is a residential university with an enrollment of 14,618 undergraduate and 1,041 graduate students. It is located in northwest Ohio, approximately twenty-five miles south of Toledo, Ohio. Its baccalaureate degree teacher education program, offered through the College of Education and Allied Professions, is one of the largest in the nation, enrolling 3,759 students (1990-91) in programs leading to certification as elementary, secondary, special education, or specialized (K-12) teachers.

Firelands College is a two-year degree granting branch campus college of Bowling Green State University. It is located ten miles from Sandusky and seventy miles from the main campus. It offers a two-year pre-education program, but baccalaureate degree/certification programs are available only through the College of Education and Allied Professions. Firelands College has an enrollment of 1,466 undergraduate students.

Sandusky is a community of approximately 32,000 inhabitants. Located on the southern shore of Lake Erie, it is approximately sixty miles east of Bowling Green State University and ten miles west of Firelands College. The Sandusky City Schools serves the city's 4,700 students. Thirty-seven percent of the city's pupils and five percent of the district's teaching staff are minorities.

Program Origins

In the Sandusky City Schools, a significant disparity exists between the percentage of minority teachers and the percentage of minority students. To

eliminate this disparity, the Board of Education commited the district to "actively recruit minority teachers, administrators, and support staff for employment." An outgrowth of this commitment was the development of an aggressive minority recruitment strategy that included:

- establishment of a community-based minority affairs committee to assist the district in formulating recruitment strategies;
- utilization of minority staff members in recruitment efforts;
- participation in minority job fairs;
- recruitment visits to minority colleges and universities;
- establishment of regular contacts with placement offices regarding minority teacher candidates;
- professionally developed recruitment brochures, video-tapes, advertisements, etc.;
- adoption of a "rapid-hire policy" of which minority teacher candidates were signed to contracts (even though jobs might not exist) because positions were anticipated or created;
- the creation of a high school future teachers program for minority youths.

In spite of these initiatives, hundreds of hours and tens-of-thousands of dollars, the district was only able to recruit five minority teachers in five years.

Dissatisfied with these results, school officials sought to restructure the district's minority recruitment and retention strategy incorporating the latest research findings in its design. During the embryonic stages of this process, three critical events occurred that positively impacted upon the Mentorship Plan:

- The approach toward minority recruitment and retention shifted from a "demand-side" approach with emphasis on aggressive recruiting to a "supply-side" approach with emphases on encouraging minority youths to attend college and major in education.
- The focus shifted to developing a comprehensive plan which would encourage local minorities to pursue a career in education.
- The College of Education and Allied Professions at Bowling Green State University agreed to assist the district in developing and implementing the strategy.

What follows is a description of the Mentorship Plan. This project has been in operation since the fall of 1989.

MENTORSHIP PLAN: AN OVERVIEW

Future Teachers Programs - Youth Initiatives

Through experience, we discovered that most youths (minority and non-minority) select or reject teaching as a career on the basis of their own school experiences which shape their perceptions of what teachers are and what they

do. Since a major thrust of our strategy is to encourage local minorities to pursue a career in education, we realize we had to create a program component which would provide minority youths with the proper nurturing needed to consider a career in education. The result was three future teachers initiatives:

- Pupils As Leaders (PALs) for students in Grades 3 - 6;
- Teachers of Tomorrow (TOT) for students in Grades 7 - 8; and
- Future Teachers Club (FTC) for students in Grades 9 - 12.

Though geared for distinctly different age groups, the programs share a common objective:

- to encourage students to go to college;
- to present teaching as an attractive career;
- to present students with a positive image of the teaching profession;
- to involve school personnel and the Sandusky community in the preparation and encouragement of future teachers;
- to increase student awareness of the range of career opportunities available in education;
- to provide opportunities and strategies for students to translate and apply teaching theories to classroom practice; and
- to provide students with the guidance, counseling and support needed to prepare for college.

Please note: The primary purpose of these programs is to encourage and prepare minority youths to go to college. Stimulating student interest in teaching is a secondary goal.

Pupils As Leaders and Teachers of Tomorrow

The Pupils As Leaders and Teachers of Tomorrow programs are designed to stimulate student interest in teachers and teaching. PALs and TOT have four main components:

- Role Modeling: Since children learn from observing, identifying with and copying adults in the school setting, we assign students to effective classroom teachers. These adults provide students with a valuable role model as well as support, guidance and inspiration.
- Experiential Activities: Experiential activities is the most important component of PALs and TOT since it is during such activities that student participants receive "hands-on" experience of what it is like to be a teacher. PALs and TOT provide students with a variety of activities, such as: designing bulletin boards; reading to a group of students; presenting a science experiment; planning and delivering a short lesson; tutoring students in groups or individually, etc. Prior to participating in these activities PALs and TOT students will receive instruction in educational concepts and theories; elements of effective instruction; the educational process and the teacher's role in that process; and teaching strategies.

- Career Awareness: This component was designed to help students explore the range of career opportunities available in education. Career awareness activities include field trips to local colleges and universities; guest lectures and panel discussions by teachers, principals, guidance counselors, educational specialists and university professors, and assistance in drafting a career plan.
- Skills Development: To prepare for college (and for life) students need to develop and sharpen their skills and talents. This component involves tutoring and cooperative learning aimed toward assisting PALs and TOT students in developing basic skills in reading, mathematics, and language arts; and establishing good study habits and test taking skills.

Future Teachers Club

The Future Teachers Club is designed to motivate students toward selecting a career in education. The FTC has five main components, four of which are continuations of the PALs/TOT programs, only appropriate to their age level. The fifth activity is College Preparation:

- College Preparation: This component involves orienting the FTC students to college admissions procedures, financial aid options, student support services and academic requirements. College preparation activities include workshops, panel discussions, and seminars, and involve school and university personnel.

All Future Teachers Club members are encouraged to pursue a college preparatory curriculum. In addition, FTC members are expected to:

- maintain at least a 2.0 grade point average;
- have an interest in the teaching field;
- make a commitment to improve academic performance; and
- have a desire to continue education beyond high school.

Minorities in Education Program - Adult Initiatives

The heart of the Mentorship Plan is the Minorities in Education program (MIND). In brief, the initiative attempts to identify minority candidates who have the desire and aptitude to become effective teachers, provide them with support (academic, financial, moral, etc.) while they attend the university, and then assist them in finding employment in Ohio's public schools.

MIND is open to qualified minorities (Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan Native) living in northcentral Ohio who wish to enter the field of education with the goal of becoming a teacher. The project planners' goal is to induct a minimum of fifteen new participants each school year.

THE MIND program works through local minority groups, such as the local chapter of the NAACP, the Minority Ministerial Association and the Sandusky City Schools' Personnel Advisory Council, to identify and recruit community members into the program. Project personnel meet regularly

with minority organizations to overview the MIND program and to solicit their assistance in identifying and recruiting qualified individuals.

Application and Admission

The project coordinator interviews all individuals who express an interest in the program, and qualified candidates are encouraged to apply for admission. In addition, the project utilizes the district's teaching and administrative staffs in the recruitment process. Teachers and administrators are asked to identify individuals who have the potential to become effective teachers. These individuals are then contacted by program personnel and recruited into the program.

Since the Minorities in Education program consists of two distinct but complementary programs , a teacher preparation program provided by Bowling Green State University and a "field-based" teaching laboratory project provided by the Sandusky City Schools , applicants must be accepted into both project components in order to qualify for admission into the program. Since the university and the district have prescribed admissions criteria for their particular program, admission into one project does not guarantee admission into the other. Applicants who cannot secure admission in both programs will not be admitted into the MIND program.

The Office of Admissions at Bowling Green State University reviews and processes each candidate's application once it has received all admissions information. Based upon prescribed standards, outlined in the Bowling Green State University Undergraduate Catalog, the university approves or denies the applicant's request for admission. Applicants are notified by the university of their admission status within six weeks of submitting their application and supporting material.

The district's Minorities in Education Project Admissions Committee (PAC) processes each candidate's application after all admissions information has been received. The Project Admissions Committee is comprised of two representatives of the Sandusky City Schools appointed by the Superintendent, one representative of the Personnel Advisory Council, the MIND project coordinator and the MIND academic advisor at Firelands College.

The PAC approves or denies the applicant's request for admission into the project based upon five criteria:

- high school/post-secondary coursework and achievement;
- ACT/SAT scores; citizenship;
- high school/work attendance;
- letters of recommendations from current/former teachers, administrators and employers.

Applicants are informed of their admissions status by the MIND Project Coordinator within six weeks of submitting their application and supporting material.

All applicants admitted into the Minorities in Education program are considered "probationary students" during their first year of studies. During

this time they are required to successfully complete EDCI/FI 202 "Introduction to Teaching", a field-oriented university course or participate in the district's teaching laboratory program.

Program candidates are then evaluated in June by the Candidate Review Committee (CRC) and a determination is made about their status. The CRC will be comprised of seven members, two representatives from the Sandusky City Schools, one representative of the Sandusky City Schools Personnel Advisory Committee, one representative of the College of Education and Allied Professions and one representative from Firelands College, each appointed by the deans of these colleges.

The Candidate Review Committee evaluates each candidate on the basis of the student's academic achievement and progress toward a degree and/or certification; observations by university and district personnel, with weight given to those involved in supervising the candidate's "field oriented" activities; and the candidate's desires and aspirations. Based upon its evaluation, CRC has three options, 1) classify the student as a "student in good standing"; 2) place the student in "student warning" status; or 3) dismiss the student from the Minorities in Education program. Students are notified, in writing, of their status by July 1.

Students who are "warned" of unsatisfactory progress are assisted in devising a written plan to improve their status. Students placed on "warning" only remain in that status for one year. At the end of the year, the CRC must either upgrade the candidate to good standing or dismiss him/her from the program.

Academic Assistance and Support

Academic advisement is an integral part of the Minorities in Education program. Upon admission into the program each participant is assigned an academic adviser. The academic adviser assists program candidates in planning their schedules, checking their progress toward completing graduation requirements, helping them in long-range planning for their programs and orienting them to the university/college. Program participants meet with the academic adviser at least once a month.

Since a firm grasp of basic skills is critical to academic success, Mind provides program participants with a variety of academic assistance programs. These programs include:

- free tutorial assistance (individual and small group) in mathematics, reading, writing, etc.
- assistance for students who wish to form study groups to correspond with various classes;
- help with writing term papers and/or written assignments;
- training on how to study and take tests;
- access to electronic instructional material which may be used for course enrichment, test review or tutorial purposes; and
- assistance in understanding obstacles and how to cope with them.

Program participants are encouraged to participate in any program that will help them upgrade their skills. Tutoring is mandatory for all program participants who have basic skills deficiencies and/or who are earning D or F credit in their course work.

In addition to these basic skills-academic enhancement program, program participants are provided with an extensive mentoring program to help them acquire/refine teaching skills.

Throughout their programs all MIND participants are linked with mentors who are practicing educators in the Sandusky City Schools. These mentors provide participants with advice, counseling, and technical assistance during their collegiate careers. They are responsible for helping participants acquire teaching skills, translate theory into practice, understand the technical aspects of teaching and practice professional behavior.

The mentoring component of the Minorities in Education program has four basic purposes:

- to assist the MIND participants in adapting to the school environment, curriculum and instructional support;
- to assist the MIND participants in the refinement, acquisition and improvement of teaching talents, teaching skills, strategies, and methodologies;
- to assist the MIND participant by sharing with him (or linking him with another teacher who will) teaching strategies, resources, ideas, curriculum, and educational materials that will directly improve his/her teaching abilities and skills; and
- to assist the MIND participant by modeling professional behavior.

Academic Programs and Requirements

The MIND program ,through Bowling Green State University's teacher preparation program, provides seven certification programs : Pre-kindergarten, Elementary/Kindergarten Primary; High School; Special K-12, Art, Foreign Language, Industrial Technology, Music and Physical Education; Special for Education of the Handicapped; and Vocational. MIND participants are free to select the program of their choice, however, they are appraised of projected teacher shortages.

MIND participants must meet all university and college requirements of their particular program of study. Upon successful completion of these programs, participants are recommended for appropriate teaching certification by the College of Education and Allied Professions at Bowling Green State University. To be eligible for certification as a classroom teacher, participants must demonstrate they have successfully completed the appropriate coursework and mastered knowledge skills and attitudes designated as outcomes of this coursework in three areas of study: general education, curriculum content and area of concentration, and professional education. Program participants also have to attain a passing score on the state prescribed examinations.

Financial Support

The biggest challenge to the Minorities in Education program's success has been securing financial assistance to help program candidates pay college costs and the related expenses of pursuing a teacher preparation program. Without some financial aid, most program candidates could not afford to attend college.

The first step in securing financial assistance for program candidates is to make them aware of the options available to them and assist them in accessing such aid. Program personnel provide all students (and their parents) with financial aid counseling. This counseling takes the form of individual conferences and group-oriented financial aid workshops.

Program personnel attempt to secure financial assistance for each program participant from traditional sources; grants, scholarships, etc. Loans are seldom recommended, and then only as a last resort.

In addition to the traditional sources of financial aid, two other assistance plans are available:

Jennings Tuition Program

The Jennings Tuition Program was created out of an endowment bestowed upon the Minorities in Education program by the Martha Holden Jennings Foundation, the Halle Building - Suite 710, 1228 Euclid Avenue, Cleveland, Ohio 44115. Financial assistance is awarded on the basis of the student's academic achievement during the course of a semester. The disbursement formula is as follows:

- If the student earns between a 2.0 - 2.5, tuition will be paid for three additional semester hours of coursework.
- If the student earns between a 2.6 - 3.0, tuition will be paid for six additional semester hours of coursework.
- If the student earns between a 3.1 - 4.0, tuition will be paid for nine additional semester hours of coursework.

Program participants may accumulate up to fifteen hours of tuition credit per year.

Program candidates are not obligated to participate in the Jennings Tuition Program, however, those that do, must comply with the following conditions:

- The student must permit the MIND academic adviser to monitor his/her grades during the course of those semesters in which Jennings tuition money is used to pay for courses.
- The student must consult with and receive the written approval of the MIND academic adviser before withdrawing from any course(s) during a semester in which Jennings money is used to help pay tuition costs.
- The student must participate in any tutoring program recommended by the MIND academic adviser if he/she is earning a "D" or "F" in any course during a semester in which Jennings money is used to help pay tuition costs.

- The student must reimburse the Jennings Tuition Fund for any courses financed by the program in which the student earned a "D" or an "F" because of unsatisfactory effort/attendance as determined by the MIND project coordinator and academic adviser.
- Upon graduation/certification, the student will teach for five years in a school in Ohio, chartered by the State Board of Education, with preference being given to the Sandusky City Schools.

District Employment

- The District Employment Program provides students and opportunity to contribute toward the payment of college costs while gaining valuable classroom experience. Employment within the district is available to all program participants.
- Employment opportunities include permanent non-classified staff positions, substitute non-classified staff positions and supplemental activities positions. Participants work as teacher aides, coaches, club advisers, etc.
- To be eligible for employment, participants must have a minimum 2.5 BGSU cumulative grade point average; attend the university on at least a half time basis, be classified as a "student in good standing" in the program, and be making satisfactory progress toward graduation.
- In addition, once a MIND participant is employed, he/she must demonstrate exemplary performance in their area of responsibility and retain their "good standing" status in order to retain his/her job.

Program Management

The Minorities in Education program is based on seven principles which are used in guiding the program:

- The primary purpose of MIND is to prepare individuals to be effective teachers.
- MIND will provide positive encouragement and direction to participants.
- MIND will strive to minimize the influence of handicapping socioeconomic conditions.
- MIND will provide participants with an educationally sound, high-caliber teacher preparation program.
- MIND will teach participants more than technical skills. The program should help them develop social competence, self-discipline, emotional maturity, moral and ethnical standards, the desire to excel, and the ability to think both as an individual and as a member of a group.
- MIND will keep set-backs in their proper perspective.
- MIND will preserve the dignity of its students.

The Administrative Council is responsible for overseeing the Minorities in Education program. The council consists of three representatives

appointed by the superintendent of the Sandusky City Schools, two representatives appointed by the dean of the College of Education and Allied Professions at Bowling Green State University and one representative appointed by the dean of Firelands College.

The Administrative Council meets three times a year; in August (prior to the start of the Fall semester), in December/January (prior to the start of the Spring semester), and in May/June (at the completion of the university year and prior to the Summer session).

The council is also responsible for the operation of the program. As such, it makes final determinations on program applicants, program rules and procedures, remedies for program difficulties and any other matter which may effect the program. The project coordinator has primary responsibility for coordinating the program's day-to-day activities.

The project coordinator has three broad functions as recruiter, administrator, and as a liaison to the participating agencies. As a recruiter, the project coordinator is expected to head-up the program's recruitment process which includes overseeing the program's youth initiatives, coordinating the recruitment of adult candidates, procuring and/or developing recruitment material and contacting cooperating agencies.

As the program's chief administrator, the project coordinator is responsible for the total operation of the program. The project coordinator oversees the admissions process (which includes reviewing admissions packets), chairs the Project Admissions Committee (PAC) and the Candidate Review Committee (CRC), notifies program participants of their status, assists the academic adviser in arranging for academic and student support services, enforces program policies and guidelines, oversees the Jennings Tuition Program and assists the council in reviewing, evaluating and/or assessing the effectiveness of the program.

As the program's liaison officer, the project coordinator is responsible for establishing, facilitating and coordinating communications and cooperation among the program's key agencies. These agencies include Bowling Green State University, Firelands College, and the Sandusky City Schools.

The academic adviser has primary responsibility for facilitating the transition of MIND participants from high school or work to college and overseeing their progress in the program and has three broad functions as adviser, role model and counselor. As an adviser, the academic adviser is expected to assist the participants in selecting class offerings, plotting a course of study which will lead toward a baccalaureate degree and teaching certificate and helping participants complete necessary forms for registration or other program purposes. In addition, the academic adviser is expected to assist participants in coping with various other aspects of university.

As a role model, the academic adviser is expected to exhibit the attitudes, values and characteristics of an educational professional and inspire expectations for excellence in the participants. This aspect of the academic adviser's function is critical for two major reasons. First, many MIND participants are expected to be of relatively low socioeconomic background

and thus have fewer academically successful role models, little acknowledgement from peers for scholastic achievement and little encouragement from parents for academic achievement. Positive role models are necessary to help overcome these negative influences. Second, it is expected that most participants will be in the 18-24 age category. Psychologists suggest that this is an important period of time in these participants' lives for making career choices. Without the presence of educational role models, neither minority nor majority individuals are likely to aspire to an occupation not usually considered within their career options.

As a counselor, the academic adviser is expected to work on a one-on-one and group basis with MIND participants and provide them the support necessary to succeed in the program. This support may take many forms: It may involve just "being there" to listen and encourage a participant through an especially frustrating day , helping a participant with a difficult assignment or project or helping a participant develop a lifetime plan. As a counselor, the academic adviser must make himself/herself available to participants and be seen as approachable and receptive to ideas and/or questions.

Implications and Conclusions

Minorities make up the fastest growing segment of the nation's school-age population. Currently, one quarter of America's forty million public school students are members of a minority group. Demographic projections indicate that by the turn of the century, one-third of all public school students and over one-half of all urban students will be minorities. A substantial number of these students will be born into families who occupy the lower rungs of the socioeconomic ladder and socializing experiences will take a telling toll on their academic achievement.

The importance of providing quality education to all has never been greater. The future depends upon the capacity of today's youth to further the nation's social and economic well-being. One prerequisite to providing quality education to all children and youth is the presence of more qualified minority teachers. Minority teachers provide minority children and youth with successful role models and thus help raise self-esteem and build aspirations. Minority teachers demonstrate that no group in society has a monopoly on education and that minorities are successful and contributing members of society.

Clearly, the Mentorship Plan program is but one small step in the solution of a major societal problem. It is a step that has been taken by one community, its school system and a neighboring university and this program is providing a glimmer of hope for the future.

Chapter 5

Perspectives on the Recruitment and Retention of Minorities in Education

MathExcel: Transforming a Filter into a Pump

Alan Zollman, Michael Freeman, and Paul Eakin, Univeristy of Kentucky

Question: who has the highest dropout rate: a) a high school in Appalachian Pike County; B) a junior high school in inner-city Louisville; or c) the University of Kentucky? National averages of dropout rates are 30 percent for public schools but an incredible 50 percent for institutes of higher learning. Specifically at the university level, introductory calculus is traditionally the first of many filters that impede participation in the technical professions. Many students, particularly underrepresented population students, "opt out" of certain college majors because of the mathematics requirements. The MathExcel Program, instituted in the fall of 1990 at the University of Kentucky , is a direct approach to increase the number and the quality of minority, Appalachian, and female students in mathematics-related fields

The MathEXcel Program is based upon Dr. Uri Treisman's longitudinal research done at the University of California, Berkeley, of gifted African-American students' failure rates in first year calculus. Dr. Treisman found it was not the mathematics content that was the filter; it was the methods of studying by the students that most affected success. These minority students had a pronounced academic and social isolation, both from their fellow students and from the campus community.

MathExcel's goal is to produce a cadre of talented students accustomed to studying mathematics through cooperative groups and peer tutoring. MathExcel is not an honors program. Students attend the same three one-hour lectures as other freshmen calculus students, are responsible for the same amount of content material, and are graded on the same basis as the other students. MathExcel students, however, also attend three special two-hour workshops each week. It is during these workshops that cooperative learning and peer tutoring occurs.

The MathExcel workshops are lead by specially trained graduate assistants. At the beginning of a normal session, students are presented a prepared worksheet of difficult, sometimes theoretical, problems related to the current course lectures. The graduate assistants do not explain how to do the problems, students must turn to each other for help. The role of the graduate assistants is to facilitate cooperative learning.

The workshop activities are non-judgmental. No grades are given on the efforts of any student. The students know that the graduate assistants have no direct input to the course grades. The goal is to promote a relaxed atmosphere of inquiry into interesting mathematics problems and to foster success and confidence. The cooperative learning is to transfer into the students social world also. The friendships as well as the mutually supportive study habits are to extend to other studies and times.

The expectations of achievement (than could be expected before intervention) of the students in the MathExcel Program are: (1) students will have a substantially better performance in introductory calculus; (2) students will realize a higher rate of retention in the scientific, technical, and mathematical majors; (3) students will obtain a better overall academic success, as measured by grade-point averages, degrees granted, admissions to graduate school, etc,; (4) students will serve as highly visible role models to recruit more students from the minority, Appalachian, and female populations. MathExcel is to be a pump to increase the quality and the quantity of students in science,engineering, and education.

Pilot Study Results

In the 1990 fall semester, 17 freshmen students participated in the MathExcel Program pilot study. Table 1 shows the data from the pilot group.

Table 1

Students' Quantitative Results of Pilot Study

	Math Excel	MA 113
GPA	2.65	2.16
Final	148.44	141.38
Test 1	76.71	74.61
Test 2	79.24	74.92
Test 3	78.19	71.64
Grade		
A or B	65%	39%
D or E	11%	27%

Note: MA 113 was comprised of 20 sections, MathExcel was one section.

The quantitative results of this first section of MathExcel compared to the other 19 sections of MA 113 beginning calculus were as follows:

a. Semester calculus GPA was 2.65 versus 2.16 of all MA 113 students (ranks in top 2 of 20 sections).
b. Standardized final test score was 148.44 versus 141.38 (ranks in the top 4 of 20 sections).

c. First three test scores off 76.71, 79.24, 78.19, versus 74.61, 74.92, 71.64 respectively (ranks in the top 3 of 20 sections).
d. 65% of the MathExcel students received either a grade off "A" or "B" versus 39% of all MA 113 students.
e. 11% of the MathExcel students received either a grade of "D" or "E" versus 27% of all MA 113 students.

Note: There seems to be a correlation, if not a causation, between workshop attendance and GPA. The MathExcel GPA would be an even more impressive 3.00 if two students' grades were eliminated. Only these two students received grades below a "C" Both of these students had poor workshop attendance during the semester.

The qualitative results of this pilot section are also interesting. At various times throughout the semester, MathExcel students were interviewed as to their perceptions of themselves and the program. A synopsis of the students remarks were:

a. The students reported that they found the problems to be difficult to solve, but they enjoyed working in the cooperative learning groups. They liked the idea of an academic peer group, even though this group was externally set-up. In a way, this group was not allowed to be controlled by the "least" academic students, as reported in other studies.
b. The students reported that they also enjoyed the social aspects of the cooperative groups. Several students mentioned that other MathExcel students were their only real friends on campus.
c. The students indicated that they viewed calculus as more of an active process of investigation rather than algorithmic formulas to remember.
d. The students were aware of and positively responsive to the high expectations placed on them.
e. The students appreciated the direct mentoring contracts they felt with the two graduate assistants and with the program director.

While these initial results look very appealing, there are some limitations that should be noted. First, the MathExcel section was comprised of only 17 students. One could argue the small section size was the positive effect on achievement. Second, the students already were considered "bright" by being selected by their ACT scores, hence, they should do well. Lastly, all the students in the program were volunteers and volunteers would be dedicated to the project. All these concerns have some valid points. However, MathExcel was not designed to be the panacea for all students. The results of the pilot study seem to show that if a student is willing to work, MathExcel can help the student do better in calculus. There must be a commitment on the part of the student.

Conclusion and Recommendations

While all the information from the pilot study has not been analyzed, some conclusions are evident:

a. Learning mathematics can be an active social process without diminishing the quality or the rigor of the content. It could be argued that in this program the content was enhanced, as the problems presented in the work sessions were more difficult than normal MA 113 problems.
b. Bright students, especially from disproportionately underrepresented groups, feel academically isolated. This isolation can be reduced, even in a large university setting, through a program such as
c. Students, even bright students, need to be taught how to study and communicate mathematics cooperatively with other students.
d. Students can and do respond positively to high expectations.
e. Peer groups for reducing social and academic isolation can be constructed for students by external forces.
f. Students respond positively to a viable and visible commitment of faculty and staff to mentoring.
g. Faculty across departments and across colleges in large universities can work cooperatively and effectively for the good of students.

This study's results coincide with the findings of most special projects for minorities in mathematics, namely, strong commitment and high expectations result in positive achievement.

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Interventions to Improve PPST Scores

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Introduction

One of the measures of the education reform movement was an attempt to screen or raise the standards for students entering the teaching profession. As a result, the Pre-Professional Skills Test (PPST) became a device to assess proficiency in reading, mathematics and writing of students entering teacher preparation programs. In addition, some school districts used the test to select teachers. The PPST was developed by the Educational Testing Service at the request of the National Teachers Examination Policy Council.

The test consists of multiple-choice items with the exception of the writing section that requires sentence correction and response to an essay topic. It is intended to measure "basic proficiency defined as the minimum achievement level appropriate for graduates of secondary schools who may have had up to two years of post-secondary education." (Goodison, 19985, P.4). The test taker should demonstrate abilities to understand, analyze and evaluate written messages; demonstrate competencies in mathematics, such as understanding how numbers behave, mathematical basis of measurement, deductive reasoning, and interpreting graphics, symbols and verbal material; demonstrate the ability to use standard written English correctly and effectively.

PPST Scores

Many view the PPST as a criterion-referenced test since each score is reported on a non-distributive scale of 150-190. "Non-distributive scales are scales not based on the performance of groups of individuals" (Goodison, 19985, p. 6). A standard error of measurement for the test is approximately three scaled score points.

Most users of the PPST establish minimum standards for their area through content validation studies. The participants in the study determine what PPST scores will be to "demonstrate enough ability in the skill area to qualify candidates as minimally competent" (Goodison, 19985, p.13).

Test Users

States (Texas, Tennessee, Kansas) and individual institutions (e.,g., Iowa State University, University of Nebraska, University of Pittsburgh) use the test to screen entry into teacher preparation programs, while other states (Delaware, Nevada, New Hampshire and West Virginia) use the test scores for initial certification. There are some school districts such as Cincinnati Public Schools and Prince William County in Virginia that use the test scores for selection of teachers for positions.

Goodison (1985) reports on the scores of first-time PPST examinees reported from February 19983 through December 1984. With an N = 23, 811,

72% of the examinees passed reading, 75% passed mathematics, and 73% passed writing when scores were used for entry into teacher preparation programs. A larger number of males passed mathematics than females (82% to 72%), but females outscored males in reading (73% to 70%) and writing (76% to 64%).

The most disconcerting results were noted for minority students. Blacks reported 34% on reading, 35% on mathematics and 42% on writing with passing scores. Mexican American results were somewhat better with 44% on reading, 46% on mathematics and 49% on writing with passing scores. Other Hispanics had 44% on reading, 43% on mathematics and 80% on writing.

These scores are most distressing when considering the fact that fewer minority students are choosing to enter teacher preparation programs and then to have those who do choose denied entry into the programs because they cannot pass the PPST. As a result, fewer minorities qualify for teacher preparation programs. Another disconcerting statistic is the fact that when the PPST scores are used for initial certification, even fewer minority students reach the desired score to pass. Only 20% of blacks passed reading, 21% mathematics and 48% writing as compared to 69% in reading, 85% in mathematics and 85% in writing for whites when the score was used for initial certification.

Retaking of the tests has not resulted in considerable gain in scores. If the examinee has missed the cutoff scores by more than a few points, they are unlikely to pass the retaking. Since the standard error of measurement is approximately three points for the test, it appears arbitrary cutoff scores as the only criterion for entry into teacher preparation programs is inappropriate. Though the PPST was developed at the request of an educational group and with the assistance of educational professionals, it has not been proven to correlate with the skills associated with effective teaching (Cole, 1986; Salzman, 1989). Nevertheless, it continues to be used as a prerequisite for admission to many teacher education programs.

Some researchers (Holmes, 19986; Garcia, 19985) explain the reasons for the performance of minority students on standardized tests as lack of good language skills, inadequate teaching and inappropriate course selection. Each of the stated reasons assumes a deficit on the part of the student. This may, in fact, be the case. Each of the programs that has reported success in raising test scores has operated from that assumption.

Intervention Programs

Arizona State University designed a minority recruitment/support program which offers a proactive PPST support system.

Difficulties that are created by the low passing rate of minorities at Arizona State University include the following:

a) In a community that desperately needs bilingual teachers and teachers with bicultural sensitivity, numerous minority students capable of passing the test never take it, choosing other majors and settling instead for jobs that lack this requirement.

b) Minority students who require multiple tests to pass are often resentful and angry with the University or College of Education.
c) Repeated failures undermine the confidence even of those students who eventually pass.
d) The pattern of failure creates the public perception that minority students are less well qualified to be teachers than others. (Linton and Searfoss, 1989, p. 1)

A proactive outreach program obtains the names of minority students at the university who are then contacted to determine their need for each of the program services available. The progress of each minority student is tracked and they are contacted cyclically to update them on the services. Services that are available include diagnostic testing to inform students of their preparedness for the test and special courses designed to "teach to the test" were created. The most recent courses that were developed involve problem solving strategies and motivational workshops.

After three groups of students have participated in the program, results are encouraging. It has been determined that a single skills course cannot significantly change scores. However, the improved courses in problem solving appear to be helping as well as the support system, encouraging minorities to be more persistent in pursuing the PPST (Linton and Searfoss, 1989).

The University of Texas at El Paso has required since 1984 the passing of the PPST for entry into teacher education programs. "The UTEP has 51% minority enrollment and one of the highest combined undergraduate and graduate Hispanic enrollments in the nation" (Heger & Salinger, 1985, p. 58). The University has developed a pre-PPST screening and advising program as part of the required Orientation to Education course. The program includes "reading and math screening tests tied conceptually to the PPST and administered at voluntary testing sessions" (Salinger, 1986, p. 2). These diagnostic tests have been found to predict PPST scores with 96% accuracy. When students do not reach the cutoff scores, they are then referred to remedial or refresher work, including PPST preparation workshops. These screening tests allow students to make decisions as to when they should take the test and how much remedial work may be necessary for them to pursue.

UTEP reports that their pass rates have consistently been at or above the state average on all administrations of the PPST (Salinger, 1986). This is significant when one considers their high minority enrollment.

In 1977, Louisiana enacted legislation that required teacher education graduates to pass the NTE to receive initial certification. While not preventing students from entering teacher preparation programs as the PPST does, the effects were more devastating. More minority students were prevented from entering the teaching ranks and even the numbers of minority students enrolling in teacher education programs declined.

Spencer (1986) reports that of the 494 students completing teacher education programs at public black colleges, only 14 (3%) passed the

certification test. In addition, only 8 (5%) of the 156 Grambling State University students passed the test while 60% passed statewide.

Adverse publicity focused on the failure of minority students at black colleges such as Grambling State University. A decision was made by the university that if other students can pass the test, so then can Grambling students. Thus began an extensive program to provide GSU students with "appropriate, well-designed and demanding educational experiences that allow them to develop the skills, abilities and competencies needed to be capable teachers" (Spencer, 1986, p. 297).

The following changes were implemented at GSU:

1. review and revision of curriculum in arts and sciences as well as intensive faculty inservice training
2. rigorous standards for admission to and retention in teacher education programs
3. support of the whole university in the process of change
4. use of computers for remediation and instruction in test-taking skills
5. inservice training for faculty in test development and how to monitor student progress
6. provide test taking seminars for students
7. develop and implement diagnostic testing and remediation programs

How have the above changes affected the success rate of students at GSU passing the NTE? The rate of students passing on the first attempt has risen from 5% to 85% (Spencer, 19986).

The Fisk/Peabody program of Vanderbilt University is designed to increase the numbers of minority students entering teaching. It provides a teacher preparation program in elementary, early childhood and special education at Peabody for Fisk University students. Fisk students must pass the PPST before they can be admitted to the teacher education program and, therefore, before they are able to take education courses at Peabody/Vanderbilt. Fisk students receive as scholarships from Vanderbilt the difference between Fisk and Vanderbilt tuition as participants in the program. One of the early problems identified in the program was the reluctance of Fisk students to take the test and the subsequent failure of students to pass the PPST.

Having read the literature and assessed the effectiveness of various interventions to improve PPST scores, the Fisk/Peabody staff devised several strategies with the hopes of providing assistance to the students that would increase their confidence in their ability to take the test. Those strategies included tutoring sessions primarily in math, test strategy sessions, a support structure of faculty, a special coordinator and social events. The results obtained from these strategies were disappointing. There had to be other factors operating that were affecting the students' test taking. These factors may be non-cognitive and will be discussed later.

The elements of a successful intervention program that have been identified are commitment, personnel and highly motivated students.

1. Institutional commitment is demonstrated in generosity of resources, personnel, facilities, faculty involvement and time.
2. Program personnel establish mentor-like relationship with students.
3. The students must be committed to their goal and must be assisted to understand the responsibility of that commitment.
4. Successful programs intervene early and maintain frequent contact with the teacher candidate.
5. Successful programs provide early and continuous assessment. As soon as a candidate is identified, the program finds out the particular needs of that candidate. These needs may be social, financial or academic in nature.
6. The successful program provides test preparation geared to the candidate's needs. Early assessment provides a base for a diagnostic/prescriptive approach to assisting the candidate through the system in general and to increase performance on PPST in particular.
7. Students are actively involved in readiness activities for teacher preparation.

It is clear that increasing the standardized test scores of minority students in higher education requires a multi-faceted process. However, data from the most successful of reported programs to improve PPST scores demonstrate that actual point gains are small and that pass rates diminish after a third try (Linton, 1989; Garcia, 1985). Therefore, a process which includes the seven elements previously discussed will work but at a success rate which may be considerably less than desired. Further research needs to look at other factors.

An examination reveals that each of the seven elements of a successful program as outlined in this paper operates at a personal level. There are strong non-cognitive aspects of each element. The non-cognitive, in this context, refers to issues which are not traditionally considered to be related to academic or cognitive outcomes (Sedlacek, 1989). The presence of these non-cognitive elements suggest that important factors critical to minority success on standardized measures may be linked to, predicted or altered by non-cognitive variables.

Non-Cognitive Factors

Sedlacek and others have used a set of non-cognitive variables identified in 1976 to predict success in higher education, graduation rates and success in several professional programs. The outcomes of the research to date suggests that certain non-cognitive variables can predict academic performance (Sedlacek, 1989). The variables are:

1. Positive self-concept
2. Understanding of and dealing with racism
3. Realistic self-appraisal
4. Preference for long range goals over short term or immediate needs
5. Availability of a strong support person
6. Successful leadership experience

7. Demonstrated community service
8. Non-traditional knowledge acquired in a field (Tracey and Sedlacek, 1984)

A Non-Cognitive Questionnaire (NCQ) was designed to assess the eight variable (Tracey and Sedlacek, 1984). The 23 item instrument includes 18 Likert-format items, 2 multiple choice items on educational aspirations and 3 open-ended items pertaining to present goals, past accomplishments and other activities.

The NCQ has been shown to predict grade point averages for college students. In retention studies, it has proven predictive of continued enrollment and of graduation rates for black students at predominantly white institutions. Studies of specially admitted students (such as student athletes, international students and professional students) have yielded results highly predictive of academic success (Boyer and Sedlacek, 1988).

The NCQ is reportedly used by medical schools, many undergraduate and some graduate schools (Sedlacek, 1989) in admissions and counseling decisions. Authors of the NCQ suggest that the variables not be viewed as absolute attributes relevant to all minority students. Rather, the variables should be viewed as hypotheses for intervention. It is within this context that use of an instrument such as the NCQ during the initial assessment or admission process of minority teacher candidates may be appropriate.

The non-cognitive variables may have predictive value for performance and retention of minority teacher candidates. Previous findings show the variables assessed by the NCQ to operate independently of one another in the assessment of student populations. If that is the case for minority teacher candidates, then intervention programs can be designed or expanded to specifically address a student's need to develop in a weak area as identified by the NCQ.

The following are some examples of the variables for which a minority teacher candidate might receive a low score and the interventions that could be implemented:

Variable: Preference for long range goals over short term or immediate need

a. One to one counseling about projected goals as an educator and assistance in setting objectives and timetables for achieving those goals.
b. Structure the teacher preparation program to require students to take a PPST early in the program, perhaps before matriculation. This may be particularly useful for recent high school graduates.
c. Require a program of study which includes a date projection chart of all activities required during the matriculation.

Variable: Realistic self-appraisal

a. Administration of and frank discussion about the Non-Cognitive Questionnaire or other Self-Awareness Inventory, followed by goal-setting activities.

b. Creation of a Pre-Service Teacher Center where an individual can work at self pace to improve or develop specific skills.

Variable: Successful leadership experience

a. Conduct seminars in leadership
b. Create opportunities for leadership such as requiring teacher candidates to plan and execute an event.
c. Provide a public forum and require teacher candidates to participate.
d. Give public recognition of teacher candidates who operate in a leadership capacity in any organization.

Variable: Demonstrated community service

a. Provide opportunities for and require teacher candidate to participate in a project based in a community similar to the one with which the candidate may share an ethnic or cultural heritage.

Variable: Positive self-concept and non-traditional knowledge acquired in a field

a. This variable may not be directly influenced by an intervention. However, an intervention could help a teacher candidate recognize possible problems with self-concept or the value of some expertise acquired experientially or in an area not considered academic by white middle class standards.

Should colleges and universities have the responsibilities for the interventions just described? It will be necessary to continue the remediation and intervention programs for minority students unless the current reform movement includes fundamental changes in teaching, resource allocation and testing beginning with the earliest contact students have with the educational system.

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Space-Age Recruiting

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Virtually every large metropolitan school system in the country, is facing an increasing shortage of minority teachers, and Caddo Public Schools (Shreveport, LA) is no exception.

The reasons for this nationwide shortage have been identified and documented. Low pay, poor professional image, adverse working conditions, lack of respect from administrators or the community and increased opportunities in other career fields are among the most common reasons given. The bottom line for many minority college students: education is not a viable option as a career choice. This decline in minority teachers is exacerbated by an increase in minority student populations in public schools.

Shreveport matches this pattern of changing demographics. Twenty years ago our community and student population was approximately 55% European-American heritage and 45% African-American heritage, and our teaching faculty was 50-50. Although the city census is nearly the same as 20 years ago, today our community and student population now reflect a 55% African-American-45% European-American ratio. Our teaching population is now only 33% African-American, a sizeable number of whom are eligible for retirement.

In an effort to combat this racial imbalance, Caddo has developed several proactive strategies. One of the most innovative is the use of live television via satellite to recruit African-American education majors from campuses too remote for our full-time Recruiter to visit. Our most successful recruiting endeavors have involved many different segments of our community in "win-win" types of collaborative partnerships. Television recruiting is one example of these multiple partnerships tied together to produce a product beyond the initial scope of any of the existing collaborations.

One of our high schools, Booker T. Washington, includes a Telecommunications Magnet Component in its curriculum. The program draws students who are interested in a career in the electronic media field from the entire district. These students receive "hands on" training from school and community technical experts utilizing state-of-the-art equipment. AT&T, one of Shreveport's major employers, is the primary "adoptor" of this magnet program, providing extensive hardware, software, financial and human resources.

Other corporate entities, such as private and public television stations and cable companies, also participate, knowing that the "finished product" is a student who is well educated, specifically trained and instantly employable. In fact, these businesses use this program much like an internship or coop-experience.

Collegiate teacher recruitment is an expensive undertaking, and the farther away from home, the less effective that recruiting effort is likely to be. The logistics of coordinating the schedules of many colleges and universities,

coupled with the necessity of often needing to be in two or more places at the same time, prompted the Caddo recruiter to look for alternative campus contact strategies. A chance conversation with the director of the telecommunications magnet program led to the concept of using live television to recruit. The telecommunications director needed to provide students with interactive teleconference situations and the recruiter needed to expand into areas previously neglected because of time, distance and budget constraints as well as schedule conflicts. The concept was irresistible: a chance to gain direct access to a substantially greater number of teacher preparation programs in a totally unique manner.

Where to market the program became the next focus as well as what to do for how long. Initially, we focused on the predominantly Black colleges and universities in North and South Carolina and Virginia. We did this for several reasons: (1) we needed more African-American teachers; (2) those states have certification requirements similar to Louisiana's; (3) national conferences addressing the Black teacher shortage showed that the historically predominantly Black institutions are receptive to new ways to create maximum opportunities for their education students and to attract more students into their programs.

The recruiter then approached the targeted career planning and placement offices and schools of education with the live TV concept and for programming suggestions. These contacts indicated a great deal of enthusiasm for the idea. Even institutions that didn't have satellite reception capability were interested and contributed many ideas.

The format for the broadcast was a one-hour broadcast, moderated by our Director of Communications, using two panels, one composed of community and civic leaders and one including education personnel. The telecast closed with the viewing students and faculties calling our 800 number with questions and comments. Immediate responses were provided on camera by district administrators and later by telephone and correspondence.

Thirteen institutions participated in the inaugural program and their reactions were uniformly positive. Their criticisms told us clearly what worked and what did not, and provided ideas for future programs.

Meanwhile, another school-community collaborative endeavor was initiated. The Caddo Student Teacher Housing Program was born as a result of a meeting with the education faculty from Grambling State University who asked how they could help to get more G.S.U. student teachers employed in Caddo schools. One Grambling faculty member noted that the cost of relocating to Shreveport for that student teaching experience would be well beyond the means of many excellent teacher prospects. That idea eventually led to a meeting with one apartment complex manager who saw a marketing strategy for her company as well as an opportunity to help the school system and the community. She agreed to provide the use of an apartment (utilities included) and persuaded a local furniture rental company to furnish the apartment.

We went back to Grambling and asked them to recommend a willing student teacher in a "critical-need" field who was not a permanent resident of the Shreveport-Bossier City area. Grambling identified a young man in elementary education who accepted our "no-strings-attached" free housing offer during his student teaching. He later accepted employment with us for the following school year and remained as a resident with the apartment complex.

The program has grown steadily for three years with several apartment complexes now participating and a growing number of colleges and universities recommending student teachers for the program. This joint venture has been another win-win partnership with an employment success rate for our school system of nearly 80% with more than 60% of these new teachers remaining as regular residents in the apartment complex where they were housed free. Of no small consequence is the favorable local and national publicity the school district and the community have enjoyed as a result of this collaborative effort.

Last year one apartment complex manager said that a furnished apartment would be provided if we could find someone else to pay for the utilities. A coffee break discussion with a colleague led to a solicitation of the alumni chapters of the Black fraternities and sororities. Again the results were most gratifying. We were able to accept the apartment offer, pay the utilities, and we were actually encouraged to solicit again--a clear indication of community recognition of a problem and active participation in the solution.

Our second live television recruiting broadcast had two specific targets beyond the recruitment of graduating seniors. We wanted to market our Student Teacher Housing Program to undergraduates and to demonstrate to the education faculties our capacity to assist in the student teacher observation process in a wide variety of ways--from low to high tech. Again, all of these assists were built on school-community collaboratives. "Low Tech" entails an agreement with local colleges and universities to directly supervise a student teacher from another college on a reciprocal basis. Also, students from the telecommunications magnet program go into the classroom with a video camera to record student teacher performance for a specified amount of time. The tape is then sent overnight mail to the supervisor of student teaching for review. A telephone conference is arranged between the supervisor and the student teacher.

Finally, at the "high tech" end, in collaboration with local commercial television stations, we can do a "live" remote telecast from the classroom to the TV station to the satellite to the home school where the supervisor sees the student teacher live and has a telephone conference at the conclusion of the broadcast.

Twenty-one institutions participated in the second annual broadcast. We were successful in recruiting a student teacher candidate from this telecast for the spring semester. That individual will be a part of our third annual broadcast. We plan to "hook up" the home institution as well so the other institutions can see the application of this technology for their benefit. In

other words, they can recruit our high school students to their institution just as readily as we can recruit prospective teachers from them.

The cost is not cheap. Satellite time costs approximately $1000 per hour, but our corporate adoptors pick up a lot of the expense. Also, some operating expenses are contributed by the telecommunications program budget. Even if we had to pay the $1000 for the broadcast, visiting 20 plus institutions simultaneously reduces the per school cost to less than $50--a much more palatable amount.

Most school systems have implemented various partnership programs with their business, professional and parent communities. These programs exist to enhance the learning experiences for children. Recruiters should look at those programs to see if there are ways to improve them for the benefit of children and to bolster the teacher recruitment effort at the same time. Often times, a completely different perspective of an existing program will open new opportunities, which in turn revitalize the project at no additional expense. The competitive recruiting environment requires us to look for new synergies, new ways to create win-win situations.

The Impact of Nationwide Reform on the Recruitment and Retention of Minorities in Higher Education

Betty Harris James, Appalacia Educational laboratory

One of the essential features of a presentation such as this if you expect to have any lasting impact is to have some planned notion of how the audience can be moved toward an intended point in time and how that movement ensures that the audience and the speaker both have a feel for the direction the presentation is taking. You will note that I did not say that the audience and speaker would have agreement only that they would have an understanding of the direction the presentation would take.

I am personally delighted to be able to share with you what I hope will be useful pieces of information that come together into cogent thoughts about how the national fetish about reforming education will impact the lives of minority student populations. Perhaps one should ask whether it is possible for these reforms to have the flexibility or capacity to meet the needs of students who have traditionally been unserved underserved or inappropriately served in our educational system. If not the flexibility, then one should probably ask whether reform activities suffer from an over-presence of form and lack of real improvement substance.

I intend to share with you a snapshot version of what many members of the minority community perceive America to be about. I also want to paint for you a picture, a perception held by some of the current educational system and its impact on minority students. Allowing those broad brush strokes to move on to what these strands will mean when we consider the appropriateness or inappropriateness of the reform themes that are being implemented and bantied about in this country. No less important is the consideration of the impact ill-conceived reform activities will have on the ability of institutions of higher learning to recruit and retain minority students.

While I feel very deeply about my personal commitment to causes and issues, I also accept my professional responsibility to say up front that what I say here today does not in anyway represent the posture of the educational laboratory with which I am associated. That is not to say that I cannot find agreement among my colleagues about the various issues that I support. It is simply to acknowledge that you are an audience to Betty James and not to the Appalachia Educational Laboratory.

Permit me one or two personal references, I am a civil rights activist. Activism grows out of one's ultimate conviction that there is some goal that is attainable. Human rights activism is about the dignity of mankind. It is the conviction that a particular belief about mankind is the acceptable posture; a posture that can stand up to the severest of scrutiny and criticism and can stand unabashed in the eyes of all human mankind. Civil rights activism is often born out of hope and commitment that one's efforts can. indeed, make a difference. It is more often born out of frustration, sometimes

out of anger, and very often out of hostility. You will glimpse some frustration in my words, hopefully the voice of hostility is muted and, assuredly, hope and commitment are ever present in both my tone and my words.

So often I am told and I read that every human being deserves the right, the freedom, and the opportunity to reach his or her maximum potential devoid of man made obstacles that are bred in hate, prejudice, disregard, and disrespect the rights of all people. There is no doubt in my mind that the ability to function to full capacity is certainly linked to access to quality education, personal growth, employment, and reasonably fair responses from this government and members of this society in meeting the ordinary human needs.

Secondly, on a personal note, I have spent many years training teachers and I get not only aggravated with college and university faculty for disregarding the issues of race and cultural sensitivity in their teacher preparation activities, but I also get irritated with practicing teachers who fail to go beyond a three-hour methods course and attempt to learn enough about or demonstrate enough respect for the cultural, social, and psychological backgrounds of the minority students they encounter in the school environment.

On the other hand, all people get somewhat agitated about the constant reference to racism, and discrimination. To them this is a legitimate response because they sincerely believe that there is no longer a problem. But, history tells us, and certainly the critical upsurge in the number of racially motivated incidences in America will verify, that far from being color blind America has always been and continues to be extremely color-conscious and race conscious. Unfortunately, these attitudes are played out in educational policies, decisions, and practices. It is so important to make this point because the color of one's skin is attached immediately to one's heritage and African-Americans are pressed with this added burden of their African heritage continuously by the larger society.

Let me talk to you about the perception of many Blacks (minorities) about America; a feeling growing out of their historical experience with this country. I think if you have a view of the circumstances in which minorities found themselves in the past, and the choices that America made in response to those circumstances other things will begin to fall into place for you.. lesson in history teachers us that we need to pay attention to time lines and response patterns. In the days of reconstruction, Blacks enjoyed a freedom unprecedented when you consider they had just come from the chains of slavery. In 1864 the Supreme Court of this country passed a Civil Rights bill to protect free Blacks and recently freed slaves. Twenty years later in 1884 the supreme court negated that civil rights bill and proceeded to rule in ways that rendered Blacks less than human with absolutely no rights for consideration.

You have to be able to imagine an ex-slave holder bemoaning the fact that he no longer had free labor to feed his coffers, and his fellow man saying, "woe is me, woe is me, what in the world are we going to do? The slaves are

free and we don't have anyone to work our land and do our bidding." Then you have to imagine Mr. Man saying "never you mind, never you mind, we'll figure out how to take care of it". And take care of it they did. They started the sharecroppers' system and kept black people in so much debt that they had no chance of ever leaving that plantation or farm. They were in "debt" slavery.

States individually began to write and enforce Jim Crow laws placing black people in harm's way and leaving them subject to being lynched, maltreated, and disenfranchised under circumstances that were far more devastating in many instances than slavery. It was accepted by the majority of citizens because it could be claimed that they were simply following the law of the land.

In 1964, some 100 years later, the Supreme Court of this country again passed civil rights laws and implemented affirmative action regulations to protect blacks and minorities in ways that improved their chances for sharing in the fruits of this country. If you are up-to-date on your history you can validate that. Twenty years later in 1984, the same as in 1884, the administration began an all out assault on those laws. They continue to be tenacious in their fight to take the civil rights gains back.

One can begin to discern extensive maneuvering by the administration as it completed the reorganization of the US Commission on Civil Rights and began to define affirmative action as "reverse discrimination," which translated into discrimination against white males as a direct result of affirmative action programs. The Civil Rights Commission and the Justice department each identified as their first priority the dismantling of any process that could be viewed as causing reverse discrimination. The Supreme Court began to gut affirmative action programs and they also gutted school integration mandates and settlement agreements, women's rights etc.,

Circumstances were very different in years prior to 1984. The enemy to freedom and equal rights was visible. Minorities had something concrete to fight. Slaves escaped, forming communities in woods and swamps; Indians made war on the United States in defense of their peoples and their lands; Chinese drew together in enclaves to protect themselves from the "wrath of America".

The black movement challenged state laws and challenged institutional racism. These challenges were made through direct confrontation such as sit-ins and march-ins. At the same time, blacks began attacking the political system on all fronts through boycotts, community organizations, and voter registration campaigns. And they were successful.

Minorities took up, if you will, a moral initiative, designing a culture of resistance. The resistance was well thought out and represented comprehensive assaults against institutional and cultural racism and discrimination. This was a movement that swelled with the essence of what it meant to struggle for freedom.

There is not a minority group in this nation that has not profited at least as much, if not more, as blacks from the blood, the sweat, the tears and the deaths of

a Medger Evers or a Martin Luther King, Jr. And lest we forget, history documents that every civil rights struggle for black people has had a companion movement from nonminority women that profited them equally.

America found itself in a set of circumstances where it could no longer choose to legitimize support for the kind of racism and violence that appeared on television. America could no longer defend itself to the rest of the world for its bad behavior. So, perhaps, individuals do believe the problems have been solved because they did not witness the bizarre brutality that was flashed across their television sets in the sixties and the seventies.

How did the differences of the 1900s play themselves out? Earlier the targets of racism, discrimination, and acts of violence had been minority groups themselves. People of color were terrorized into knowing their place. They were lynched, shot, and beaten to death in order to maintain racial separation. But those tactics were no longer acceptable so the target became the civil rights laws, and affirmative action programs. So called right wing organizations began to feed on hostility and insecurity of white America. It has fanned the flames of white flight and backlash politics.

We began to hear terms like, "the far right," "the new right," "neo-conservatism," "the Aryan nation," "the Silent Brotherhood," "the Order," and "the White American Resistance." These were the choices that many majority members were making in response to the struggle for equality, for freedom, for equal opportunity, and for affirmative actions to right moral and civil wrongs against minorities.

The new right simply could not defend racism and call for a return to segregation so they espoused defense of morality and opposition to "law and order" by big government. Bussing could no longer be attacked in defense of segregation so they began to use terms like community control, family stability, and parent involvement. You really have to ask yourself, "Who in their right mind could object to terms like that?" The new moral majority would dismantle the welfare state and legislate a return to "traditional morality." They would stem the tide of political and cultural dislocation. The struggle of minorities to win equal rights and equal access to opportunity and their ultimate victory was viewed by some as political and cultural dislocation.

Imagine "Mr. Man" bemoaning the fact that he had to implement affirmative action practices; that he had to integrate schools. "Mercy, mercy, we've got to let those coloreds go to school with our children; we've got to teach those coloreds in the same classroom; whatever will we do?" Mr. Man was then told, "Never you mind, never you mind, we'll take care of it." And take care of it they did. Educators started tracking minority children into special education classes and programs. They integrated the schools and every black child in America became mentally retarded. Very often teachers relied on homogeneous grouping to ensure that black and white students would be separated in classrooms by groups; they came up with specialized middle schools and gifted programs where they could legitimately exclude black and other children of color based on intelligence test scores.

When Mr. Man cried the blues about having to work with black folk they conducted an unprecedented frontal attack on "quotas" and "reverse discrimination."

Lyndon Johnson's war on poverty recognized the plight of Blacks and their maltreatment by the law of the land, the American political and social institutions. As he pushed through the 1964 Civil Rights Act, the man upstairs would have smiled on Lyndon and said, "Mr. President, that is good."

But what you have to imagine is someone in Johnson's office saying, "Mr. President, we have this problem. I know you want to give the Negroes their rights and I know, Mr. President that you cannot go on record saying that equality is not a right when we claim to be a democratic society; but, Mr. President, we can't have them Negroes coming into our communities, our private clubs." And you can imagine another aide in the room saying, "Now never you mind, Mr. President, never you mind, we'll take care of it." So they got their heads together and did a massive research project on Black people. They analyzed the circumstance surrounding this so-called equality, this civil rights issue, and made a choice about their reactions. They came back and said, "Mr. President, at the heart of the deterioration of the Negro society is the problem of the Negro family. The family is the fundamental weakness in the Negro community, and all of the effort in the world to end discrimination, poverty, and injustice will come to naught unless we "fix" the Black family.

So they decided to "fix" the black family before they attended to the insidious machinery of racism and discrimination. They decided to fix the black community because it was poor, but it was poor because black folk didn't want to work; the black community was morally bankrupt because all of the black men are pimps and dope dealers; and all young black women are having babies out of wedlock.

They managed to effectively separate the causes of racism, discrimination and poverty from such results as unemployment, substandard housing, lack of educational opportunity, and physical harm. Mr. Man effectively managed to convince the American people that racism and discrimination, substandard housing, unemployment were not the problems of the American people. Minorities simply needed to stop getting pregnant, stop producing genetically deficient children, and get a job.

What makes this perception by a large number of members in the minority community so important is that they can read in the papers on a daily basis of the overt racial hatred, race related-violence, stories about the skin-heads. They interact with teachers every day about the problems of overrepresentation of minority students in special education classes, the use of IQ scores to isolate children, and the disproportionate number of minority males being excluded, suspended or expelled from the public schools. They are not easily convinced that America has changed its bad behavior at all. And I want this audience in particular to pay attention to the evidence that has been gathered about the increase of race-related acts of violence and intimidation on college and university campuses across the country.

I am not sure of which organization, but a research center in Chicago conducted a survey in 1990 and discovered that while approval of equal rights and equal opportunity had increased over the last several years, the beliefs that blacks and Hispanics were lazy, criminally oriented, more apt to be violent, and more apt to be less intelligent were as persistent and as consistent for whites as in prior surveys in the seventies and the eighties. Additionally, it is important to note that perceptions held by minorities that institutional racism is alive and well were still prevalent.

Now, let's shift gears and talk about the perception of the educational system as its currently operates to educate minority students. Research tells us a couple of things. One, it is noted that success of school efforts to educate its student population is predicated upon the educational acumen, cooperation, and support of its parents and the general community. And two, in specific paradigms for restructuring schools, such as, site-based management and site-based decision-making there is an stated and unstated assumption that these models are driven by the presence of this support from community members. Additionally, there are mandated requirements to involve parents, e.g., in the federal initiatives for Chapter 1 programs. Efforts to tackle these metaproblems, to become successful in educating minority children in the new restructured educational environment, whatever that means, is, without exception, going to require new ways of interacting with minority and high-risk communities and their children.

We understand that these significant educational movements (e.g., new federal initiatives, restructuring, and site-based management) improved teacher preparation and increased teacher and student competencies and standards. They will require new response patterns from parents and students, as well as from school personnel. Yet, I have verified, as a result of work at AEL during the past several years, the negative relationships that have historically existed between colleges, universities, schools, and black and Hispanic communities, in particular, have never been resolved.

Let me give you a few examples, because what is probably the most telling about the quality of relationships between communities and school personnel is the constancy of stated attitudes found within and between the different systems. In an attempt to create a collaborative relationship between two communities and schools in different states, interview data revealed that at both of the sites the same attitudes prevailed among parents, community members, and school personnel. School planned projects were (1) resisted by teachers because the school board and/or central office never followed through in its support, (2) any improvement activities would be a "lay on" for teachers who said that they didn't need extra work, and (3) they said that no matter what schools might attempt to do, little, if anything, would change because of the insurmountable problems students brought to school. It is important to note that both teachers and second level administrators throughout the four state Region perceived independently planned community-based activities (to supplement school activities) as an affront to their authority and control. Now this flies in the face of research

that verifies that school improvement depends on parent/community support.

Conversely, parents and community leaders were found to be extremely conversant about the alleged "racist attitudes" of educators who proclaimed minority students to be genetically deficient, culturally deprived, and socially maladjusted. They consistently complained about the absence of academic competence and professional commitment of teachers, and about the allegations of illegal tracking of minority students into special education classes. Although there is a considerable body of literature that espouses many of the theories and research findings quoted by various teachers, black parents, in particular, viewed the acceptance and practice of related educational strategies as individual willingness to ascribe to racist research findings.

Minority communities and representative national organizations and their affiliates such as the NAACP and the Urban League are vehemently opposed to conventional research wisdom that speaks only to the deficiencies of minority children, families, and communities. More importantly, teachers revealed through their personal interviews that there existed a void in their professional knowledge of the kind of research syntheses or reports that would refute or challenge the general intellectual and genetic deficit models being tauted during the sixties and the seventies. There existed some cause for serious concerns inasmuch as the very basic research findings that had been key to educational decision-making about the nature of intelligence (the works of Cyril Burk from England) has been purported to be fraudulent.

Black educational stakeholders are acutely aware of what is considered to be a disproportionate number of minority students being tracked into low-level groups, and a disproportionate number of black and Hispanic students, males in particular, who are being assigned to special education classes or suspended from school, etc. Minority professionals in public and higher education institutions are concerned that minority research and scholarly works are not published or utilized in making educational decisions and pronouncements. Professionals and laypersons implied that teachers quote research findings to support their positions as it relates to a lack of success in increasing the academic performance of minority students. These persons also said that teachers often selectively used educational strategies derived from the related research literature to resolve issues that were unrelated to academic capabilities of students. The most frequently cited example was the use of the school-based team of experts to evaluate and assign black and Hispanic males to special education classes when these students presented constant discipline problems. One gross example was the use of the custodian as a member of the evaluation team.

In response to the issue of the creation of negative teacher expectations of minority students through the use of educational research, some professionals raised the question as to what degree teacher education programs have a responsibility for assisting potential teachers in broadening their scope of research findings.

Conversely, some educators indicated that teachers develop their knowledge bases from teacher education programs, inservice training, conferences, and workshops and that the syntheses of research results proving the conventional wisdom of the right wing position had been proved time and time again. They submitted that standardization of IQ tests and achievement tests involving statistical and mathematical formulae was proof enough that these tests were "objective." Concerns about placement of minority students into special education classes on the basis of such tests , and the failure of minority students to raise their achievement scores on instruments such as the SAT were viewed by the educators as the black community attempting to transfer parental and community responsibility to teachers and the schools.

Have teachers wittingly or unwittingly been taught that individuals of color are genetically inferior to white people? Is it possible for teachers to develop more positive relations with their minority students when they have come to believe through legitimate educational practices and research literature that their efforts are nil? It was, indeed, found that teachers, when discussing the achievement of black students, could immediately cite research that addressed the issues of the dysfunctional nature of the minority family and community. This circumstance became very evident when staff noted that rarely, if ever, did educators indicate having much knowledge about the cultural backgrounds and history of their students, nor did they have any finger-tip ideas about how problems in the community or the home might be translated into corrective programs in the school curriculum.

Holding race outside of the equation, few teachers accepted research that made predictions about the degree to which teacher expectations influenced students; the inability of poor schools to attract and retain qualified and experienced teachers; the negative impact of the less powerful social status of poor students in the school system; and how these factors ensured that these students would be the most profoundly influenced by the fact that they had less exposure to quality teachers and quality education.

Much to the contrary, most teachers did not believe they personally influenced students at all and indicated the students' absence of self control and the students' absence of academic progress as proof that they are unable to have an impact on their students. Further, the majority believed that competent teachers were equally available and practicing in poor schools, and strongly argued against the proposition that many parents, other than nonadvantaged and poor parents, saw a need to provide supplemental learning experiences (e.g., home computers, summer school camps, etc.) to augment less than satisfactory instruction in classrooms and schools outside of the underrepresented communities (Ekstrom, Goertz, and Rock, 1988).

What is extremely interesting is the presence of a much smaller, but rather distinctive group of nonminority teachers who did not adhere to any particular set of theoretical postulates about why certain children could not learn or be successful in the school settings. While the teachers acknowledged the difficulty of being black, Hispanic, or Native American,

their expectations for these students remained extremely high. The staff drew several conclusions from the reported actions of these specific teachers: (1) they tolerated few instances of misbehavior in their classroom but sent fewer students to the office; (2) these teachers expected every student to meet a predetermined set of standards and accepted limited excuses for why homework was not completed; and (3) there was clear evidence of that teaching took place on multiple levels and teachers took students where they found them and moved them forward at a rather rapid pace..

Interestingly, several students classified the teachers as being "kind of mean" but believed that the teachers had their interest at heart. Without knowledge of the results of teacher reports and interview from this group, principals indicated that student performance with these teachers outpaced that of other classrooms. One less clear circumstance seems to suggest that these teachers tended to be isolated from or by their peers.

Is it possible for teachers to develop more positive relations with their minority students when they have been taught through teacher education programs and the research literature that no matter what they do, it will not make a difference?

Is there truth in the assumption that teachers use otherwise beneficial educational strategies to resolve problems that are unrelated to the student's academic capabilities?

This is not to say that there is no logical basis for some of the research interpretations or the practices of assigning students based on evaluations. But it certainly raises the question of the abuse of educational strategies and/or educational research implications and recommendations.

When we consider (a) the large number of minority and potentially at-risk students that will constitute majority in the school population as predicted by demographics analyses, (b) the long-standing problems of educating similar kinds of students, (c) the continued absence by educators of a working knowledge of the complex dynamics of minority families, communities , (d) and the problems of intercultural communications, we can, at best, look forward to extremely tense battlegrounds in the educational setting. Yet, the move to restructure schools and curricula continues. America has assessed its educational circumstances for the year 2000 and has made several choices on how to restructure its educational system.

In spite of validated evidence that programs and activities designed for school improvement will have more impact when relationships with parents and communities are based on informed individuals, mutual goals, understanding, and trust, few if any of the restructuring themes create grassroots approach to educational improvement for at-risk students. The efforts and strategies required to successfully empower the most alienated and uninvolved parents as primary educators of their children and as informed consumers of education demand a commitment of energy and time, and a reassessment of educational research and teaching philosophies at the higher educational environment that go far beyond what is currently understood and/or accepted.

Research data suggests that while theories about site-based management, curriculum realignment, teacher empowerment, and all of the other particularized strategies are plausible; and while policies and procedures growing out of the first, second, and third stages of educational reform are commendable, there is little, if anything, to offer almost 35% of all of the elementary and secondary students in this nation. Now, when you consider that institutions of higher education must draw from this pool of students, you can envision the impact of the national reform as it relates to the recruitment and retention of minorities in higher education. If your inquiry is a serious inquiry, then you do not have to look long and hard to determine what these measures have to offer in terms of improving the final products that you will receive eventually through your recruitment efforts. One third or more of all of the students could possibly represent, the commonly referred classifications as, the underprivileged, the culturally deprived, the linguistically deficient, the "at-risk" students, or what ever fancy category in which we like to place students. The critical point to be made here is that this percentage will grow at an alarming rate in the future.

What I would like to do is to identify several threads that I recognize in the structure of the conference and weave those threads into certain assumptions about the capability of or the capacity of colleges and universities to successfully recruit minority students into education in view of the external events that have and will occur, and will certainly impact those recruitment efforts.

Two themes have been played on colleges campuses. One is the presence or absence of black faculty, and the absence of black teacher education majors. Secondly, special attempts to recruit both are harmonized in songs about the lack of intellectual capacity of minorities on college and university campuses; and about the unfairness of special programs created for those students. So I am not sure that institutions of higher learning are accurate mirrors of the reactions that I have described in the larger society. But, we shall see!

Colleges and universities each have their own personalities. They are each in their own way an accumulation of past events and these events manifest themselves in many subtle but important forms during efforts to work together to create programs and improve the academic performance of students of special populations. This "culture of education," if you will, is concerned with people's perception of the school system, their place or lack of place in the system, and their relationship or lack of relationship with that system. I want you to pay particular attention to the importance of perception, because we know that people behave according to how they perceive things to be and change is based on the clarity of that perception. We also know that whether or not the perception is actually true, is not as important as the fact that individuals perceive it to be true. That is why it is so difficult to change negative perceptions about minorities or to convince minorities that they are welcome or have a place in the major institutions.

After having painted such a dismal picture of the possibilities of resolving the enormous problem of educating at-risk children and students, one raises

the question, "Who can provide the critical technical assistance to a predominantly black , Hispanic, poor population of high risk communities, of high-risk children and students? Who can correct the errors in knowledge and attitudes? Are teacher education programs quasi-agencies of legitimation of racist tendencies in using perpetuating the theories of Jensen, Schockley etc.? Can institutions of higher education expect to recruit and retain minority students when faculty resent, and have no faith in, programs designed to give minorities a chance at succeeding?

It seems reasonable to suggest that poverty and race will continue to be the greatest risk factors that cause large numbers of children and students to be deemed unsuccessful in the American school system. Unfortunately, large numbers of faculty of public schools and institutions of higher learning respond to programs for special populations as being forced to do additional work for nonacheiving students who were underserving, who don't deserve to be at the institution and do not deserve the special treatment they are receiving.

There is a growing body of literature suggesting that students of all ability levels respond positively to more challenging standards when they have a chance to achieve those standards, Schools and institutions that maintain or raise standards, however, must ensure the availability of a variety of strategies for helping students to meet those standards. In other words, teachers and professors must provide assistance, help students solve problems, and provide several examples of concepts to ensure understanding and learning on the part of students. More importantly, they must behave as if those students were welcome both on their campus and in their classrooms.

There is the assumption that effective faculty members who attend to the interpersonal dimensions of teaching and learning are probably more critical to the survival of minority students than we are willing to accept.

I want to talk about the circumstances in which institutions of higher education will find themselves and the choices that might be made in response.. Approval carries a heavy weight and it takes a strong, committed person to sacrifice the approval of others to stand for issues, to struggle for causes, to dispute the alleged inalienable rights of individuals, and to respect or fully accept people of color.

Individuals are prompted to conform, to abide by what others expect of him or her, because by doing so one can expect positive feedback. He or she can expect to be rewarded and honored publicly, given positions of prestige-bearing responsibility, or simply provided with various kinds of physical and psychologically satisfying experiences.

To do otherwise is to find yourself cut off from "warm fuzzies," from support, from daily cooperation, and from the approval of people with whom you have to work with or live. We have choices about the manner in which we interpret the circumstance in which we find our selves. Individuals can roll over and play Rover or we can fight racist, ethnic, and sexist behaviors that injure and isolate, We can fight on all fronts in a comprehensive way

It is absolutely essential that you come to understand that whether a perception is true or not, it matters only that people perceive it to be true. And,

whether those perceptions are negative by or against minorities, you have a responsibility to right the attitude or the behavior. Culturally inexperienced people simply respond; they don't behave proactively. They only know how to react. They imitate, they become like all of the other people in the society, and they accept society and its values without any thought.

Some of us have, in the wisdom of our experience, come to know that life is a constant process of evaluating the circumstances and making the appropriate choices as it relates to that set of circumstances when deciding and implementing the future. Someone said, and I don't remember who, "Life, as it is best is not ready made, but must be made from moment to moment." Thus we have no choice but to make choices.

An inevitable event involves the surfacing of antagonistic attitudes, behaviors, and statements that need to be addressed and resolved in a non-threatening manner for all participants. This digression will be disconcerting to some; however, the need to resolve issues and concerns and fears, on both sides, cannot be left to chance and is best accomplished in an open and honest environment.

Hard talk between university people, faculty, students (both minority and non-minority) can be extremely unsettling. Nevertheless, these are the choices needed to create the necessary changes in the circumstance of a special program for a small group of culturally different students.

Advocacy is so important because if no effort is made to convince this society of the necessity and desirability of change, no change will ever occur. Those who would transform the educational systems, in the presence of a nation where certain practices are grounded in irrational hatred and disrespect of race and color, will immediately come to know the high price we pay for refusing to compromise and conform to unacceptable standards of servitude and second class status in our country.

African-American Scholars: Factors Influencing Their Retention in the Academic Environment

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Introduction

Prior to the early seventies over 90 percent of Afro-American (A-A) students (approximately 100,000 in 1950) were educated in traditionally black colleges and universities. According to current estimates, however, about two thirds to three fourths of the A-A students in college are now in predominantly white institutions (Boyd, 1974; Gurin & Epps, 1975; Fleming, 1985).

Albeit the majority of the A-A students attend predominantly white institutions, black colleges still grant a disproportionate share of the degrees conferred upon Afro-Americans. According to Pifer (1973) in 1970, 85 black schools enrolled about 42 percent of the A-A students but they granted 70 percent of the degrees earned among A-As; the difference is explained by the attrition rates of A-A students at white colleges. In 1983, 40 percent of all A-A students who received bachelor's degrees were graduated from traditionally black institutions (Fleming, 1985). These data lead to the conclusion that normal distribution of A-A students has not successfully navigated the education system at predominantly white institutions. In this progressive and competitive society, such a relative decline in the production of this valuable human resource cannot be afforded.

These statistics have significantly increased the concern of A-A student retention in higher education during the last two decades (Lea, Sedlacek & Stewart, 1979).

A-As are severely under-represented in the biological sciences, the physical sciences, and mathematics. Studies reveal that among entering college freshmen, A-As show a strong preference for majors in social science, business, and allied health (Astin, 1982). In the School of Science approximately 35 A-As enter annually among the entire admission group of 800. They have either high scholastic aptitude scores (SAT > 1000) or a top high school rank (top 10 percent). Very seldom does a student have both of these high measures. The entering A-A student does not view high scholastic aptitude test scores and low high school rank, or the inverse, to be out of the ordinary. Indeed, acceptance to the School of Science is viewed as an endorsement of a high probability of success by the student. The A-A students are "uneducated consumers" of higher education especially since more than 50 percent of those enrolled are first generation college students.

The algebra/trigonometry test, a diagnostic instrument developed by the mathematics department, is administered to all freshmen entering the School of Science. The results of this test and the SAT math score are used to determine the level of math in which the student will enroll. Self-reported high school grades coupled with SAT verbal and/or math scores are used to

determine whether a student enrolls in a preparatory chemistry course and/or English. A diagnostic reading test is also used to determine if the student should enroll in a reading and/or study skills course. In spite of all the careful placement of students in courses using objective aptitude and achievement data, the attrition rate of A-As is very high.

Apparently student aptitude and academic variables are not reliable predictors, particularly for A-A students. To succeed in predominantly white institutions requires different skills for A-A students (Fleming, 1985; Loo & Rolison, 1986). There is a growing body of research that demonstrates that there are other "less intellectual" or noncognitive factors that are related to academic success (Arken, 1964; Astin, 1975; Beasly & Seuse, 1974; Clark & Plotkin, 1964; Gelso & Rowell, 1967; Gibbs, 1973; Messick, 1979; Nelson, Scott & Bryan, 1984; Nettles, Thoeny, & Gosman, 1986; Pascarella & Chapman, 1983; Pascarella, Duby & Iverson 1983; Pentages & Creedon, 1978; Pruitt, 1973; Tinto, 1975). Tracey and Sedlacek (1984) presented evidence that noncognitive variables identify A-A students who have a high probability of succeeding in college in spite of low SAT or ACT scores.

One means of obtaining a more comprehensive picture of retention is to include as many dimensions as possible in research designs. There appear to be two dominant dimensions of variables studied: the specific criteria of collegiate success (grade point average, enrollment status or graduate status) and the predictors related to the criterion used. The predictor variables usually are either the traditional cognitive predictors, e.g., high school grade point average, scholastic aptitude scores; or the more recently developed noncognitive variables, e.g., personality and attitudinal dimensions. Therefore, the primary question to be answered is: are the traditional measures of attitude and study habits in combination with the newer noncognitive dimensions more reliable for determining academic success for A-A students than the traditional measures only?

To derive an answer to this question the following hypotheses were tested using the .05 level of confidence.

H1 The study habits and attitudes of A-A students have a positive relationship with grade point average at the completion of the first, third, fifth, or higher semesters.

H2 Noncognitive factors of academic persistence of A-A students have a positive relationship with grade point average at the completion of the first, third, fifth, or higher semesters.

H3 There is no difference contributed by gender of A-A students for noncognitive factors and study habits and attitude.

Methodology

The standard method of predicting success at postsecondary institutions is a regression equation based on past academic achievement, typically high school grades and present academic ability (Darlington, 1978). Academic aptitude and achievement indices such as Scholastic Aptitude Test scores, high school grade point average, and rank are not reliable predictors of

academic success as measured by rate of graduation for A-A students (Tracey & Sedlacek, 1987).

The subjects used in this study included all male and female A-A students enrolled in the School of Science at a midwestern four year public multiversity. The group included 34 first and second semester students, 11 third and fourth semester students, and 23 fifth semester and beyond students. The total number of the group is 68.

In addition to the Brown-Holtzman SSHA and the Non-Cognitive Questionnaire (NCQ) administered to the subjects, they also completed a career planning data form. Additional student data, including SAT scores were collected from records available through the School of Science Counseling Department.

The Non-Cognitive Questionnaire (NCQ) was designed to assess eight factors hypothesized by Sedlacek and Brooks (1976) to be related to minority student academic success. These noncognitive dimensions were the following: (1) positive self-concept as related to expectations for the coming years; (2) realistic self-appraisal, especially with respect to academic abilities; (3) understanding of an ability to deal with racism; (4) ability to work toward longer-term goals, rather than more immediate, short-term ones; (5) leadership experience in either organized or informal groups; (7) demonstrated community service as indicated by involvement in local community and/or church activities during the years prior to college; and (8) academic familiarity. The NCQ consists of 23 items, including two categorical items on educational aspirations, 18 Likert-type items on expectations regarding college and self-assessment, and three open-ended items requesting on present goals, past accomplishments, and other activities.

All items were found to have adequate test-retest reliabilities; two-week estimates ranged from .70 to .94 for each item with a median value of .85 (Tracey & Sedlacek, 1984). The open-ended items were rated by two judges for the following variables (with interrater reliability estimates presented in parentheses): long-range goals (r=.89), academic relatedness of goals (r=.83), degree of difficulty of the listed accomplishments (r=.88), overall number of outside activities (r=1.00), leadership (r=.89), academic relatedness of activities (r=.98), and community involvement (r=.94).

The Brown-Holtzman Survey of Study Habits and attitudes (SSHA) is a self report measure of the subject's attitude toward classroom activities and instructors, his/her study habits or methods, and his/her motivation for studying or not. The SSHA consists of 75 statements to which the student must respond to what degree each statement describes the student's feelings or habits. The College Form has been used in this research.

Brown and Holtzman (1967) cited both split-third and test-retest data with regard to the reliability of the SSHA. For men, the split-third reliability coefficient was .92 and for women it was .84. Test-retest data taken over a two week interval resulted in reliability coefficients of .95 for men and .93 for women. Over an eleven-week period the coefficients computed by Fisher's Z-function were .42 for men and .45 for women.

Procedure

The Non-Cognitive Questionnaire (NCQ) and the Brown-Holtzman Survey of Study Habits and Attitudes (SSHA) were administered to all A-A students enrolled in the School of Science. The students were contacted by mail to request their participation in the study and inform them of the date, time, and place to complete the survey instruments. The students also completed a career planning data form. Other data were collected from records available through the Science Counseling Department.

Significant Findings and Conclusions

The role of attitude and good study habits have always been important, and it is reinforced by the data in this investigation. This study was in agreement with others (DeVito, Tryon, & Carlson, 1983; Kirkland & Hollandsworth, 1979; Wisbet, Rubie, & Schurr, 1982) in determining that fact.

The results of the NCQ data support those found by Tracey and Sedlacek (1984, 1985, 1987) in past studies. A total of 16 items from the NCQ were used to represent the seven dimensions. The eighth dimension of academic familiarity was not examined because it is more applicable for older students enrolling in college as freshmen.

The results of the career planning data form reveal that 67 percent of the A-A students with a GPA of 4.0 (6.0 scale) or higher reported they enjoyed being a student and had good study skills. However, 50 percent of the students reported that it's hard to find time to study. Sixty percent reported that they study between 25-35 hours per week. An implication of these results is that these students need to improve their time management skills, a basic strategy used in most counseling programs.

The results of the study suggest that GPA is affected by the noncognitive factors. However self-concept and/or attitude may be affected by GPA.

1. Entry level students scored significantly higher than fifth or higher semester students on the attitude subscale of the SSHA. These students have a favorable attitude towards their education and good grades, and therefore, would be highly acceptable of a program whose purpose is to help them accomplish these goals. Surveying the attitude and study skills of entering and continuing students should be a standard practice of the counseling program.
2. The scores of the entry level students were significantly higher for racism than fifth or higher semester students. The scores for the other noncognitive dimensions were not significantly different, when compared with the maximum score for each dimension, the mean score for each level was high. High scores indicate an understanding of the system in the student's life and how it treats A-A persons.
3. There is a positive relationship between attitude and GPA and self-concept and GPA for entry level students. A positive relationship between GPA, attitude and study habits and long range goals and GPA were evident for fifth and higher semester students.

4. Regression equations for predicting GPA from study habits and attitude were significant for all students and specifically for fifth and higher semester students. The equations for predicting GPA from noncognitive factors were significant for all students and specifically fifth and higher semester students.
5. Gender contributed significantly to the SSHA subscale score for attitude and study skills. Females scored higher than males on each of the subscales mentioned above. There was not a significant difference between the scores for males and females on the seven dimensions of the NCQ.

The results of this study are also limited in their generalizability. These data for these subjects reflect the situation at this University only.

As affirmed by Anderson (1988) the School of Science academic advising staff must have a basic and functional understanding of the critical noncognitive variables which will impede or facilitate the success of A-A students enrolled in the School of Science. At the minimum competency level the staff should have insight into: (1) the students' attitudes toward achievement and college and how realistic these are, (2) the social anchors that these students utilize to cope with stress, (3) the cultural and cognitive assets they perceive as valuable, (4) how realistic a student's perception is of his or her academic skill level, (5) how well these students understand racism, (6) how much emphasis is placed on long range goals rather than short term needs, and (7) the availability of positive community leadership experiences. These are examples of noncognitive factors which often have received little attention because of the emphasis placed upon fostering educational or academic skills like reading, writing, and oral communication.

It is the lack of attention to noncognitive factors (sometimes referred to as psych/social factors) which diminishes the impact of academic counseling. In reality it is these noncognitive factors which reflect the degree to which a student will be realistic, confident, motivated, assertive, and adaptive. An academic counseling program is doomed to failure which does not begin to establish functional psycho/social profiles of its A-A students and which instead focuses solely on cognitive skill development (Anderson, 1988).

White and Sedlacek (1986) have recommended that each institution should study its own students to identify which noncognitive variables are useful predictors. The literature reveals that there are programs which exhibit consistent success with A-A populations and which incorporate an understanding of the critical psycho/social factors. At Clark College in Atlanta, Georgia, the Allied Health Program utilizes an exclusive personal history questionnaire which isolates eight critical noncognitive factors. This inventory has been more successful than academic indicators at predicting who will persist (Anderson, 1988). Perhaps the best example of a program which aligns recruitment, retention, and cultural factors is the SOAR program at Xavier University in New Orleans. The program utilizes cognitive and noncognitive indicators to identify and recruit students into its

science/pre-med curriculum. Positive ethnic identity is fostered and high standards of excellence are encouraged (Anderson, 1988).

The results of this study can be used to validate the importance of understanding noncognitive factors, sometimes labeled psych/social factors, and how they impede or facilitate the success of A-A students enrolled in the School of Science at this University. Further, these results can be used to lend support for the provision of services that go beyond the standard academic counseling. Counseling interventions could then be developed to establish a program to help A-A students learn to cope with noncognitive factors which will impede their academic success. Academic counselors can become more aware of the aforementioned psycho/social factors and, therefore, become better facilitators.

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Chapter 6

Future Directions

Where Do We Go From Here?

J. John Harris III, Dean, College of Education, University of Kentucky

My colleagues, friends, distinguished guests, ladies and gentlemen. It is a pleasure for me to be here this morning. I desire to speak to you forthrightly, assertively, and frankly on the topic "Minority Recruitment and Retention." It is not enough to say this is a nation that believes in the Minority Recruitment and Retention. It is far more important to recognize that not only do we live in such a nation, but that our daily lives bespeak the kind and gentle thoughts, and understandings of people who are different from each other in terms of skin color, ideology, religion, sex, economic status, and what have you. We can no longer be like the emperor and his new clothing. We have to actually practice what we speak, what we believe. We can no longer go around uttering chivalrous words so beautiful and so often, for that is a kind of appeasement for those who are not yet into the mainstream. We must believe it because of a deep faith. Believe it.

In the 1970s a poster appeared on the subways in New York City. That poster read as follows, "Doctors tell us that hating other people can cause ulcers, heart attacks, skin rashes, headaches, backaches, and asthma. It does not make the people you hate feel too good either." This message, of course, is accurate and direct and it illuminates a basic principle that we all should keep in mind. Hatred injures not only the hated, but the hater himself is also hurt. When we consider the brand of hatred called discrimination, the high cost of discrimination of the American society becomes crystal clear.

Think with me for a moment. Imagine where we might have been today if over the past 100 years Black Americans, Hispanic-Americans, and Native American Indians had been educated and encouraged to contribute equally to our nation's advancements. Imagine where we might have been today, if the mental potential of hundreds of thousands of black Americans, Hispanic-Americans, and Native Americans had been cultivated and not been permitted to smother under the cruel fate of discrimination. Imagine where our country might have been today if we had not fought each other in a bloody civil war. Imagine the problems associated with Kuwait and the war that looms today. Imagine where our country might have been today if we did not have to spend billions of dollars on welfare programs, on police forces, on persons to deal with the victims of decades of suppression and oppression.

History tells us that: "to hold the man down, you have to stay down with him." This is the problem of education today. It is not a problem just for Black Americans. My friends, it is a problem for all Americans. It is a

problem that will plague us until and unless we attain full equality of opportunities based on the sacred principle of brotherly love. No one denies that there has been substantial progress over time towards that goal. The terrible years of lynching and violent intimidations and of overt segregation are past for the most part. I feel the author Yoganada, in his book entitled "Man's Eternal Quest, put this in perspective when he said, "To remember (only) bad (historical) experiences and dwell upon them, is an abuse of God's gift to us of memory."

During the last twelve years of Dr. Martin Luther King's rather short life, the slumbering conscience of America was reawakened. So with his philosophy of non-violent confrontation, his selfless commitment to a just cause, and his powerful oratory, he led a mass movement which resulted in landmark civil rights legislation. In his famous "I Have a Dream" speech he reminded us that a century after Abraham Lincoln signed the Emancipation Proclamation, in his word, "The Negro is still not completely free." More than 100 years later the life lives on isolated lonely islands of poverty in the midst of vast oceans of prosperity. More than 100 years later the Negro somewhat languished in the corridors of American society and finds himself, in different parts of this land, an exile in his own country. But, in the years after that great speech was first heard the Civil Rights Act and Voting Rights Act ended such blights as "white only" lunch counters, unconscionable literacy tests for Black voters , blatant rejection of black home buyers and job seeker. We now have programs for the established upgrading of living conditions, health care, and job skills. New money flowed to inner-city public schools, affirmative action plans opened doors to various professions and boosted Blacks up career ladders; and, according to statistics, the Black population made some headway into the mainstream American life. When people say to us, "What is it that you people want now?" We only have to say that we want no more, and no less, than every other group that has come to the shores of America seeking manifestations of their hopes because they could not find the aspirations of their dreams in their native land. We are conscious of the fact that Black citizens only comprise approximately 13% of the population of this country, but we are also cognizant of the fact that we,too, have made a contribution to the United States.

I stand here and speak to you with a certain amount of emotionalism. I have to be emotional because thank the Almighty, I do not hate, because I could hate in terms of what has happened to me as a Black man and what I had to go through to move towards the top in my beloved land. But I have no time for hatred because hatred destroys. Rather, I have to use my creative spiritual energies and say, "They know not what they do." But God gives to me the strength and health to carry the message and to communicate and say to the people, that if you remove the outer covering of our skins, you will know we are all alike underneath. We have the same blood coursing through our veins. We have the same lungs, the same stomach, the same intestines, and if you were going to die this moment, and I had something

that perhaps could save your life, I do not truly believe that you would say, "He is a black man, and I don't need it."

You have to realize that in order to have progress, the progress will not come about as a result of a bunch of shrinking violets. Progress comes through catalyst for change. Yes, I am proud to say I am a catalyst for change, and each of you must believe you are powerful in your own individuality. When one does not experience change, something sleeps inside us.

Where do we go from here?

- To a belief in education: education is not a luxury, but a basic human right.
- To a belief in education: that we are a nation of diverse cultures and religious traditions, and we rejoice in that plurality which has enhanced the tapestry of American life."
- To a belief in education: that the power of the majority must never be allowed to curb the rights of the minority. An education helps to ensure this.
- To a belief in education: that human life and education are precious and that we are all responsible for setting up the mechanisms to ensure that all human beings receive an appropriate and effective education.

1. Each of us is either part of the problem or we are part of the solution. There is no middle ground. It is going to be one or the other, and freedom is nothing but a word, until you start doing something. Freedom is not free. Nobody gives you freedom. You have to earn that.
2. It seems to me, it is a part of our responsibility to teach our children about the world as it is and we have to constantly be aware and vigilant about certain things:
   A. Poor people in this country are still being played off against each other so that they fight over the scraps instead of dealing with policies which give them a real piece of the pie;
   B. Racism is still a fact of life in our educational, as well as our political, military and economic systems; blacks and minorities must still be better qualified than anybody else in 1987; and
   C. There are still those among us who subscribe to an elitist point of view, that says minorities and the poor who have not made it yet, have not made it because of their own slop and stupidity. We have some people like these, and we must deal with them by becoming educated for knowledge is power.
3. We have to educate the children where they are, provide the options for them where they are, and give them the ability and the confidence to create their own vision of the world as it ought to be, starting with the basis of fact and truth.
4. Something else :We have to teach our young people, because it is the truth, and that is, they have a part to play. They must have discipline and they have to participate in the struggle. You cannot educate people

unless they participate in the process. If our minority students have no stake in the system, there are no prospects for the future. It is time for us to start saying that again and again to our young people. We have to encourage them. We have to stroke them and we have to help them. We have to let them know," Hey, you have a part in this, you have to participate in this, because they are going to own this nation one day. " Former Congresswoman Barbara Jordon said it eloquently, "Each generation is described by the quality of its linkages. The educational imperative is to find what is right, and do it."

5. If we are going to deal with the system and put it together, we have to be tough-minded for ourselves, and be tough with each other. We have to tell people when they are wrong. I do not mean, there is no respect or we do not love them; but, we have to tell them so we all stay on track. That requires some trust, and also some love and respect.

Let me say to you, you have to make education a priority. Education in this country is so important, for our children, for our own future, that no organization, whatever their primary focus, can afford the luxury of not saying openly, again and again, that education is a priority of this nation. It has to be. For a strong educational policy yields a strong economic system.

And maybe, just maybe, we can start doing it all together, every day, whoever we are, and whatever way we can, individually and collectively, but mostly continuously. My friends we must not forget that throughout history the power of dreams and the power of reason. Dreams are the seeds of reality, and reason is the first principle of all human work. Let us continue, for we must all, walk this road of life together.

I know I speak for us all when I say how impressed I have been by the program we have just witnessed for the past two days. I also know that I speak for all of us when I deeply thank the fine people who have participated in this conference. We thank you for your knowledge and your insight into the issue of recruitment and retention of minorities in higher education, and we thank you for sharing your expertise and your compassion with us. We are truly grateful that you could be with us. We have all profited from it.

Therefore, my final thank you of the day must be for you. Thank you for coming and participating. Thank you for learning how to help. Thank you, most of all, for caring, and translating this new knowledge into practice.

Have a safe trip home, and good morning.

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